DOCUMENT RESUME

ED 040 636 24 FL 001 835

AUTHOR Anderson, C. Arnold; And Others
TITLE Students, Teachers, and Opportunity Perceptions in Kenya, 1961-68. Volume II. Final Report.
INSTITUTION Chicago Univ., Ill.
SPONS AGENCY Office of Education (DHEW), Washington, D.C. Bureau of Research.
BUREAU NO BR-5-8093
PUB DATE Aug 69
CONTRACT OEC-8100
NOTE 175p.

EDRS PRICE EDRS Price MF-$0.75 HC-$8.85
DESCRIPTORS African Culture, Cross Sectional Studies, *Data Collection, Educational Sociology, Educational Status Comparison, *Ethnic Studies, Occupational Surveys, Periodicals, *Questionnaires, Recreational Reading, Student Attitudes, *Student Characteristics, Teacher Attitudes, *Teacher Characteristics
IDENTIFIERS *Kenya

ABSTRACT

Contained in this volume are the appendixes to the study of a 1961 Form-4 class and several groups of teachers in Kenya. Included are: (1) tables on characteristics of Form-4 male students by ethnic group, (2) tables on characteristics of Form-4 female students by ethnic group, (3) supplementary cross-tabulations of characteristics of African male students, (4) supplementary tabulations on teachers, (5) the 1961 samples and procedures for collection of data, (6) the student questionnaires and instructions to headmasters, (7) the teacher questionnaires, (8) codes for occupations, (9) list and coding of magazines read regularly by Kenya teachers, and (10) tentative projections of pupils and teacher trainees for the decade of the 1960's. For Volume 1 of the study see FL 001 834. (Author/RL)

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BR 5-8093
PA 24

ED040636

FINAL REPORT

Project No. S-100
Contract No. 8100

STUDENTS, TEACHERS,

AND

OPPORTUNITY PERCEPTIONS IN KENYA

1961 - 1968

Volume II of two volumes
(Appendixes)

August, 1969

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C. Arnold Anderson, Mary Jean Bowman, and Jerry B. Olson
with the assistance of Kusum Misra

August, 1969

The research reported herein was performed pursuant to a contract with the Office of Education, U.S. Department of Health, Education, and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

Comparative Education Center
University of Chicago

Chicago, Illinois

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A. Detailed Tables on Characteristics of Form 4 Male Students by Ethnic Group

B. Detailed Tables on Characteristics of Form 4 Female Students by Ethnic Group

C. Supplementary Cross-Tabulations of Characteristics of African Male Students

D. Supplementary Tabulations on Teachers

E. The 1961 Samples and Procedures for Collection of Data

F. The Student Questionnaires and Instructions to Headmasters

G. The Teacher Questionnaires

H. Codes for Occupations

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APPENDIX A

DETAILED TABLES ON CHARACTERISTICS OF FORM 4 MALE STUDENTS BY ETHNIC GROUP

TABLE A1

PLACE OF BIRTH AND PARENTAL RESIDENCE BY ETHNIC GROUP: MALE FORM 4 STUDENTS

	Males				
	African (N=654)	Arab (N=33)	Goan (N=35)	Indian (N=493)	European (N=194)
	Percentage Distributions				
Birth place of students					
Country or continent					
Kenya	98.5	84.8	82.9	73.2	34.5
Africa So. of the Sahara	0.6	3.0	....	4.7	9.8
North Africa	....	6.1	....	....	1.0
Europe, No. America	....	....	....	....	51.0
Australia, New Zealand					
Israel					
Asia	....	....	17.1	22.1	2.1
Other	0.2	6.1	....	....	1.0
NR	0.8	....	....	....	0.5
Kenya Province[a]					
Nyanza Non-European	42.8	....	....	3.0	....
Nyanza European	....	....	....	0.6	....
Rift Valley Non-European	0.9	....	....	....	....
Rift Valley European	2.3	....	6.9	9.7	16.4
Central Non-European	35.9	....	....	5.3	....
Central and Southern European	0.3	....	....	4.7	1.5
Southern Non-European	3.3	....	....	1.4	....
Coast	9.5	35.7	....	0.8	....
Northern	....	....	....	....	....
Municipalities and Cities	5.0	64.3	93.1	74.5	82.1
Father's residence					
Country or continent					
Kenya	80.4	63.6	85.7	86.2	73.7
Africa So. of the Sahara	0.8	6.1	2.9	2.4	13.4
North Africa					
Europe, No. America	0.2	....	....	0.4	5.2
Australia, New Zealand					
Israel					
Asia	....	....	....	2.4	....
Other	....	....	....	....	....
NR	18.7	30.3	11.4	8.5	7.7

TABLE A1--Continued

	Males				
	African (N=654)	Arab (N=33)	Goan (N=35)	Indian (N=493)	European (N=194)
	Percentage Distributions				
Kenya Province[b]					
Nyanza Non-European	40.3	....	3.3	1.4	1.4
Nyanza European	....	....	....	0.2	1.4
Rift Valley Non-European	1.1	....	....	....	1.4
Rift Valley European	3.4	....	6.7	8.7	19.6
Central Non-European	32.1	....	....	3.1	2.8
Central and Southern European	1.0	....	....	2.1	9.8
Southern Non-European	3.2	....	....	0.9	0.7
Coast	8.4	23.8	....	1.4	1.4
Northern	....	....	....	0.2	....
Municipalities and Cities	10.5	76.2	90.0	81.9	61.5
Mother's residence					
Country or continent					
Kenya	89.6	72.7	91.4	87.6	76.8
Africa So. of the Sahara	0.8	9.1	2.9	2.2	12.9
North Africa	....	3.0	....	....	6.7
Europe, No. America Australia, New Zealand Israel					
Asia	....	....	2.9	4.9	....
Other	....	3.0	....	....	....
NR	9.6	12.1	2.9	5.3	3.6
Kenya Province[c]					
Nyanza Non-European	43.0	....	....	0.9	1.3
Nyanza European	....	....	....	0.2	2.0
Rift Valley Non-European	1.0	....	....	....	1.3
Rift Valley European	2.2	....	6.2	8.1	20.8
Central Non-European	35.7	....	....	2.5	2.7
Central and Southern European	0.7	....	....	1.9	8.7
Southern Non-European	3.9	....	....	0.9	0.7
Coast	9.6	25.0	....	0.9	1.3
Northern	....	....	....	....	....
Municipalities and Cities	3.9	75.0	93.7	84.5	61.1

TABLE A1--Continued

	Males				
	African (N=654)	Arab (N=33)	Goan (N=35)	Indian (N=493)	European (N=194)
	Percentage Distributions				
Index of parental residence in relation to school location					
1. Both parents near school; rural	54.3	....	5.7	4.3	....
2. Both parents near school; urban	0.6	52.4	74.3	66.0	41.2
3. One parent near school, other not	5.5	....	2.9	1.4	0.5
4. Father near school, rural; mother NR or dead	5.7	....	....	0.2	....
5. Father near school, urban; mother NR or dead	....	6.1	2.9	4.5	4.1
6. Mother near school, rural; father NR or dead	13.0	....	....	....	....
7. Mother near school, urban; father NR or dead	....	12.1	8.6	6.5	5.2
8. Neither parent in same province as school	13.5	6.1	....	8.9	27.3
9. Both parents living outside Kenya	1.0	9.1	5.7	5.9	17.0
10. Both parents NR or dead	2.8	3.0	....	0.8	1.5
11. One of parents not in Kenya; or both in Kenya, but too general to classify	3.8	21.2	....	1.6	3.1

[a] n values for student's birthplace by province are:	643	28	29	361	67
[b] n values for father's residence by province are:	526	21	30	425	143
[c] n values for mother's residence by province are:	586	24	32	432	149

TABLE A2

PARENTAL EDUCATION OF FORM 4 STUDENTS BY ETHNIC GROUP: MALES

	Males				
	African (N=654)	Arab (N=33)	Goan (N=35)	Indian (N=493)	European (N=194)
	Percentage Distributions				
Father's education					
No education	32.4	72.7	2.9	4.1	....
Primary					
Some	23.1	3.0	8.6	34.5	1.5
Completed	17.1	6.1	8.6	10.1	1.0
Intermediate					
Some	12.4	3.0	8.6	1.8	1.5
Completed	7.2	....	5.7	1.4	0.5
Secondary					
Some	2.1	6.1	17.1	10.5	2.1
Completed F4	0.6	....	22.9	20.5	7.2
Completed F6	....	....	2.9	0.4	3.6
Beyond secondary	0.5	....	11.4	8.5	29.4
N.R.	4.6	9.1	11.4	8.1	53.1
Mother's education					
No education	56.7	66.7	17.1	26.6	....
Primary					
Some	17.6	....	14.3	34.5	....
Completed	8.6	3.0	11.4	11.6	2.6
Intermediate					
Some	3.8	....	2.9	1.6	1.5
Completed	1.1	....	....	1.4	0.5
Secondary					
Some	0.3	....	5.7	3.2	5.7
Completed F4	....	....	17.1	3.0	23.2
Completed F6	....	....	2.9	....	....
Beyond secondary	....	....	8.6	0.6	6.7
N.R.	11.9	30.3	20.0	17.4	59.8

TABLE A2--Continued

	Males				
	African (N=654)	Arab (N=33)	Goan (N=35)	Indian (N=493)	European (N=194)
	Percentage Distributions				
Index of combinations in parental education (from low to high)[a]					
1	31.2	72.7	....	5.3	....
2	41.9	9.1	25.7	46.7	1.5
3	20.3	3.0	8.6	3.2	0.5
4	2.4	6.1	11.4	10.5	3.1
5	1.3	....	48.6	30.4	46.4
N.R.	2.9	9.1	5.7	3.9	48.5

[a] The index is as follows:

1. Neither had any schooling.
2. One or both had at least some primary but neither had any intermediate.
3. One or both had at least some intermediate but neither had any secondary.
4. One or both had at least some secondary but neither had finished secondary.
5. One or both had at least finished secondary or gone beyond secondary.

TABLE A3

PARENTAL OCCUPATION OF FORM 4 STUDENTS BY ETHNIC GROUP: MALES

	Males				
	African (N=654)	Arab (N=33)	Goan (N=35)	Indian (N=493)	European (N=194)
	Percentage Distributions				
Father living					
Yes	81.3	69.7	88.6	91.3	92.3
No	17.6	30.3	11.4	8.7	7.2
NR	1.1	....	....	....	0.5
Mother living					
Yes	91.0	81.8	97.1	94.7	95.9
No	8.1	18.2	2.9	4.5	2.6
NR	0.9	....	....	0.8	1.5
Father's occupation					
Level: (from high to low)					
1	0.6	....	8.6	6.1	53.6
2	2.8	3.0	17.1	21.5	27.8
3	21.4	33.3	62.9	53.1	12.4
4	24.0	39.4	8.6	8.9	....
5	41.6	15.2	....	1.2	....
Chiefs	6.0	....	....	....	....
Unclassifiable	0.3	6.1	....	5.7	2.1
NR	3.4	3.0	2.9	3.4	4.1
Type:					
Medical	2.4	....	....	2.4	2.1
Social, Political, Religious	3.4	....	2.9	0.6	5.7
Scientific, technical and mechanical	4.9	12.1	5.7	10.8	21.1
Agricultural	55.5	15.2	....	0.6	21.6
Commercial, Admin. and Clerical	16.2	57.6	62.9	68.2	26.8
Educational	4.4	....	5.7	2.8	11.9
Military and Police	2.8	3.0	2.9	0.4	4.1
Artisans	6.4	9.1	17.1	10.1	1.5
NR and Unclassifiable	4.0	3.0	2.9	4.1	5.2

TABLE A3--Continued

	Males				
	African (N=654)	Arab (N=33)	Goan (N=35)	Indian (N=493)	European (N=194)
	Percentage Distributions				
Father's employer					
Self-employed	62.8	72.7	14.3	51.9	29.9
Government	17.1	3.0	11.4	8.9	31.4
Government Economic Agencies	3.5	3.0	11.4	9.7	7.2
Private firm	8.4	9.1	42.9	19.9	18.6
Religious group and other	3.1	....	....	....	3.1
NR	5.0	6.1	20.0	9.5	9.8
Mother's occupation					
Housewife	25.7	63.6	65.7	92.7	26.8
Medical and social welfare	0.5	....	....	0.2	2.6
Volunteer services	1.2	....	....	....	....
Sales and shop assistant	0.8	6.1	....	0.8	2.1
Low level manual	0.9	....	....	....	0.5
"Shamba" and small farm	59.6	6.1	5.7	0.6	1.5
Clerical	....	....	2.9	0.2	11.9
Teaching	0.5	3.0	20.0	1.0	7.2
Miscellaneous	0.2	3.0	....	0.2	3.1
Artisan	0.2	....	....	....	1.0
NR	10.6	18.2	5.7	4.3	43.3

TABLE A4

EDUCATIONAL ATTITUDES OF FORM 4 STUDENTS BY ETHNIC GROUP: MALES

	Males				
	African (N=654)	Arab (N=33)	Goan (N=35)	Indian (N=493)	European (N=194)
	Percentage Distributions				
Purpose of education					
1. To get a well paid job	29.4	15.2	28.6	26.4	70.1
2. To be respected by others	11.8	42.4	28.6	33.3	8.2
3. To be a powerful person	12.4	36.4	20.0	27.0	1.5
1 and 2 mentioned	0.3	....	....	0.4	4.1
1 and 3 mentioned	....	....	....	0.2	....
2 and 3 mentioned	....	....	2.9	1.2	....
1, 2, and 3 mentioned	....	....	....	3.2	2.6
NR	46.2	6.1	20.0	8.3	13.4
Better reason for becoming well educated					
Support family	0.5	....	2.9	1.2	0.5
Altruistic	64.1	18.2	11.4	10.2	1.5
Cognitive	4.1	6.1	5.7	2.2	3.1
Liberating	1.7	....	2.9	0.6	2.1
Leadership	1.1	....	....	1.2	0.5
To lead a good life	0.8	....	....	0.6	2.6
Personal economic advantage	2.6	3.0	8.6	3.9	9.3
Community adjustment	1.2	....	....	0.8	2.1
Personal morality	2.6	....	....	1.0	2.6
Interesting and satisfying job	1.5	....	2.9	3.0	6.7
Miscellaneous	2.9	....	....	2.0	1.0
NR	17.0	72.7	65.7	73.2	68.0
Subject liked best among those studied					
English	39.6	42.4	57.1	32.7	36.1
Math	20.2	6.1	14.3	29.4	26.3
Physical Education	0.3	3.0	....	2.6	4.6
Religious Knowledge	5.2	3.0	2.9	1.2	0.5
Rural Science	0.8	....	....	....	0.5
Science	28.9	9.1	22.9	29.6	30.4
No ranking given	4.9	36.4	2.9	4.5	1.5
Checked "other"	....	....	....	....	....
NR	0.2	....	....	....	....

TABLE A4--Continued

		Males				
		African (N=654)	Arab (N=33)	Goan (N=35)	Indian (N=493)	European (N=194)
		Percentage Distributions				
Hopes to continue schooling						
Yes		74.3	45.5	65.7	81.9	55.7
No		20.6	51.5	31.4	15.2	42.8
NR		5.0	3.0	2.9	2.8	1.5
Expectation of continuing schooling						
1. Certain to continue		22.5	21.2	8.6	32.3	41.2
2. Good chance to continue		42.5	18.2	60.0	46.5	35.1
3. Unlikely to continue		25.4	24.2	20.0	9.5	18.0
4. Certain will not continue		5.2	24.2	5.7	2.4	3.6
5. NR		4.4	12.1	5.7	9.3	2.1
Hopes and expectations combined						
Hopes	Expectations					
Yes	1 or 2	57.3	24.2	51.4	70.6	54.1
Yes	3 or 4	15.1	12.1	8.6	3.9	0.5
No	1 or 2	5.4	15.2	14.3	5.9	21.1
No	3 or 4	13.9	33.3	17.1	7.9	20.6
Others		8.3	15.2	8.6	11.8	3.6
Type of education preferred if goes beyond 4th form						
Teacher training		8.1	6.1	....	4.5	3.1
Technical institute		2.9	6.1	22.8	13.2	5.2
Agricultural institute		14.7	12.1	2.9	2.8	9.8
Higher school		46.0	18.2	54.2	63.7	54.6
Medical training		1.7	....	2.9	0.6	....
Commercial, firm specified		4.6	3.0	2.9	2.4	8.3
Commercial, firm not specified		0.9	12.1	....	1.8	0.5
Government, dept. specified		9.9	21.2	8.6	4.9	3.1
Government, dept. not specified		7.6	9.1	....	1.2	1.0
Military		0.6	....	2.9	0.4	4.6
Secretarial		....	....	....	0.6	....
Miscellaneous and NR		2.9	12.1	2.9	3.9	9.8

TABLE A4--Continued

	Males				
	African (N=654)	Arab (N=33)	Goan (N=35)	Indian (N=493)	European (N=194)
	Percentage Distributions				
Type of education preferred if goes beyond 6th form					
Arts course	14.1	3.0	5.7	5.5	11.3
Science or Math course	3.3	6.1	2.9	3.3	13.4
Agriculture or Vet. Science	14.2	6.1	5.7	3.7	5.7
Engineering	9.2	9.1	22.9	41.0	16.0
Medical	11.2	9.1	11.4	17.4	2.6
Teacher training	5.4	....	2.9	2.4	1.5
Law	6.4	....	17.1	2.4	3.1
Other training	0.5	....	....	2.0	1.0
Music or Art	0.2	....	2.9	0.2	....
Miscellaneous	1.2	....	....	0.6	0.5
NR	29.5	66.7	28.6	16.4	44.8
Subject most useful in career after school					
English	53.7	60.6	51.4	43.9	30.4
Math	10.7	18.2	20.0	15.8	33.7
Physical Education	0.2	....	....	1.0	0.5
Religious Knowledge	3.8	12.1	5.7	0.4	0.5
Rural Science	1.5	....	....	....	....
Science	28.0	6.1	22.9	30.0	28.9
Checks but no ranks	0.6	....	....	3.9	....
Checked "other"	....	....	....	....	0.5
NR	1.5	3.0	....	....	0.5

TABLE A5

OCCUPATIONAL ATTITUDES OF FORM 4 STUDENTS BY ETHNIC GROUP: MALES

	Males				
	African (N=654)	Arab (N=33)	Goan (N=35)	Indian (N=493)	European (N=194)
	Percentage Distributions				
Occupational aspirations					
Level: (from high to low)					
1	44.0	15.2	40.0	37.9	55.2
2	40.5	51.5	25.7	30.8	27.3
3	7.0	15.2	28.6	14.8	5.2
4	....	....	....	....	....
5	....	....	....	....	....
Unclassifiable	3.4	3.0	2.9	1.6	4.1
NR	5.0	15.2	2.9	14.8	8.2
Occupational aspirations					
Type:					
Medical	12.8	6.1	5.7	9.3	2.1
Social, Political, Religious	5.8	3.0	2.9	3.2	2.6
Scientific, technical, mechanical	16.1	11.1	48.6	34.4	33.0
Agricultural	20.2	9.1	2.9	3.0	19.6
Commercial, admin. and clerical	17.1	30.3	11.4	23.1	15.5
Educational	17.0	18.2	8.6	5.9	4.6
Military and police	3.5	6.1	8.6	3.9	9.8
Artisan	0.2	....	5.7	1.0	2.6
NR	7.3	15.2	5.7	16.0	10.3
Occupational expectations					
Level: (from high to low)					
1	1.4	....	....	0.8	11.9
2	37.2	9.1	2.9	6.3	20.6
3	40.7	66.7	85.7	67.3	27.8
4	....	....	....	0.6	....
5	2.1	....	....	0.8	0.5
Unclassifiable	0.6	....	2.9	1.0	1.0
NR	18.0	24.2	8.6	23.1	38.1

TABLE A5--Continued

	Males				
	African (N=654)	Arab (N=33)	Goan (N=35)	Indian (N=493)	European (N=194)
	Percentage Distributions				
Occupational expectations					
Type:					
Medical	2.1	....	....	1.0	0.5
Social, Political, Religious	1.2	....	....	0.8	1.5
Scientific, technical, mechanical	10.7	27.3	25.7	12.4	23.7
Agricultural	7.6	3.0	2.9	0.6	12.4
Commercial, admin. and clerical	25.2	42.4	54.3	57.6	11.3
Educational	30.7	....	....	1.6	2.1
Military and police	2.3	3.0	2.9	1.0	5.7
Artisan	....	....	2.9	0.2	3.6
NR	20.0	24.2	11.4	24.7	39.2
Students' employer preference					
Government	84.6	84.8	54.3	63.1	28.4
Private employer	6.0	3.0	17.1	13.8	46.9
Own business	4.1	9.1	14.3	17.6	11.3
Own farm	2.6	3.0	8.6	3.0	8.2
NR	2.8	....	5.7	2.4	5.2
Students' preference for location of work					
Small town or village	55.4	24.2	37.1	19.5	35.1
City	39.8	75.8	57.1	77.1	50.0
NR	4.9	....	5.7	3.4	14.9
Occupational expectations involving on the job training					
Low level medical	1.4	....	....	0.6	0.5
Engineering	3.2	....	8.6	2.4	6.2
Agriculture	5.2	....	2.9	0.6	2.1
Accountant	2.3	3.0	2.9	1.0	1.5
Military	1.1	3.0	2.9	0.8	2.6
Artisan	....	....	2.9	0.2	3.6
Teachers in primary	30.0	....	....	1.4	2.1
Others	56.9	93.9	80.0	92.9	81.4

APPENDIX B

DETAILED TABLES ON CHARACTERISTICS OF FORM 4 FEMALE STUDENTS BY ETHNIC GROUP

TABLE B1

PLACE OF BIRTH AND PARENTAL RESIDENCE BY ETHNIC GROUP
FEMALE: FORM 4 STUDENTS

	Females				
	African (N=100)	Arab (N=5)	Goan (N=43)	Indian (N=373)	European (N=148)
	Percentage Distributions				
Birth place of students					
Country or continent					
Kenya	99.0	100.0	86.0	79.6	34.5
Africa So. of the Sahara	1.0	....	2.3	5.6	6.8
North Africa	....	....	....	....	1.4
Europe, No. America Australia, New Zealand Israel	....	....	....	....	52.0
Asia	....	....	11.6	14.7	4.7
Other	....	....	....	....	0.7
NR	....	....	....	....	....
Kenya Province[a]					
Nyanza Non-European	27.3	....	....	2.4	....
Nyanza European	....	....	....	....	2.0
Rift Valley Non-European	....	....	....	....	....
Rift Valley European	2.0	....	2.7	3.0	17.6
Central Non-European	48.5	....	2.7	3.0	....
Central and Southern European	1.0	....	....	3.4	....
Southern Non-European	10.1	....	2.7	1.0	....
Coast	1.0	20.0	....	0.3	....
Northern	....	....	....	0.3	2.0
Municipalities and Cities	10.1	80.0	91.9	86.5	78.4
Father's residence					
Country or continent					
Kenya	92.0	80.0	81.4	87.9	63.5
Africa So. of the Sahara	....	....	....	1.9	21.6
North Africa					
Europe, No. America Australia, New Zealand Israel	....	....	....	....	7.4
Asia	....	....	2.3	1.6	....
Other	....	....	....	....	0.7
NR	8.0	20.0	16.3	8.6	6.8

TABLE B1--Continued

	Females				
	African (N=100)	Arab (N=5)	Goan (N=43)	Indian (N=373)	European (N=148)
	Percentage Distributions				
Kenya Province[b]					
Nyanza Non-European	30.4	....	....	0.9	1.1
Nyanza European	....	....	....	....	3.2
Rift Valley Non-European	....	....	....	....	1.1
Rift Valley European	2.2	....	2.9	1.8	28.7
Central Non-European	45.7	....	....	1.5	4.3
Central and Southern European	1.1	....	....	0.3	12.8
Southern Non-European	12.0	....	2.9	0.6	1.1
Coast	1.1	....	....	0.6	1.1
Northern	....	....	....	....	2.1
Municipalities and Cities	7.6	100.0	94.3	94.2	44.7
Mother's residence					
Country or continent					
Kenya	89.0	100.0	93.0	92.8	68.2
Africa So. of the Sahara	....	....	....	0.8	24.3
North Africa	....	....	....	....	4.1
Europe, No. America					
Australia, New Zealand					
Israel					
Asia	....	....	....	1.9	....
Other	....	....	....	....	0.7
NR	11.0	....	7.0	4.6	2.7
Kenya Province[c]					
Nyanza Non-European	33.7	....	....	0.9	1.0
Nyanza European	....	....	....	....	5.0
Rift Valley Non-European	....	....	....	....	1.0
Rift Valley European	2.2	....	2.5	1.2	29.7
Central Non-European	48.3	....	....	0.9	4.0
Central and Southern European	....	....	....	0.3	10.9
Southern Non-European	10.1	....	....	0.3	1.0
Coast	1.1	20.0	....	0.3	1.0
Northern	....	....	....	....	2.0
Municipalities and Cities	4.5	80.0	97.5	96.2	44.6

TABLE B1--Continued

	Females				
	African (N=100)	Arab (N=5)	Goan (N=43)	Indian (N=373)	European (N=148)
	Percentage Distributions				
Index of parental residence in relation to school location					
1. Both parents near school; rural	54.0	....	2.3	0.8	10.1
2. Both parents near school; urban	....	80.0	69.8	80.4	25.0
3. One parent near school, other not	5.0	....	2.3	....	....
4. Father near school, rural; mother NR or dead	8.0	....	....	....	0.7
5. Father near school, urban; mother NR or dead	....	....	7.0	2.4	0.7
6. Mother near school, rural; father NR or dead	6.0	....	....	....	2.7
7. Mother near school, urban; father NR or dead	....	....	18.6	7.5	2.7
8. Neither parent in same province as school	23.0	....	....	2.7	25.7
9. Both parents living outside Kenya	....	....	....	3.0	29.1
10. Both parents NR or dead	1.0	....	....	1.4	....
11. One of parents not in Kenya; or both in Kenya, but too general to classify	3.0	20.0	....	0.8	3.4
[a] n values for student's birthplace by province are:	99	5	37	297	51
[b] n values for father's residence by province are:	92	4	35	328	94
[c] n values for mother's residence by province are:	89	5	40	346	101

TABLE B2

PARENTAL EDUCATION OF FORM 4 STUDENTS BY ETHNIC GROUP: FEMALES

	Females				
	African (N=100)	Arab (N=5)	Goan (N=43)	Indian (N=373)	European (N=148)
	Percentage Distributions				
Father's education					
No education	5.0	20.0	....	1.9	....
Primary					
Some	25.0	20.0	9.3	22.0	....
Completed	18.0	20.0	2.3	11.8	....
Intermediate					
Some	11.0	....	....	2.1	0.7
Completed	20.0	20.0	7.0	2.9	1.4
Secondary					
Some	8.0	20.0	23.3	12.1	4.1
Completed F4	....	....	32.6	28.2	27.7
Completed F6	....	....	....	1.1	7.4
Beyond secondary	1.0	....	14.0	11.3	35.8
N.R.	12.0	....	11.6	6.7	23.0
Mother's education					
No education	24.0	80.0	....	16.4	0.7
Primary					
Some	27.0	20.0	7.0	42.6	....
Completed	14.0	....	14.0	21.7	1.4
Intermediate					
Some	13.0	....	9.3	2.7	1.4
Completed	8.0	....	9.3	0.8	2.0
Secondary					
Some	....	....	23.3	5.6	6.8
Completed F4	....	....	18.6	4.0	56.8
Completed F6	....	....	2.3	0.3	6.1
Beyond secondary	....	....	2.3	0.3	9.5
N.R.	14.0	....	14.0	5.6	15.5

TABLE B2--Continued

	Females				
	African (N=100)	Arab (N=5)	Goan (N=43)	Indian (N=373)	European (N=148)
	Percentage Distributions				
Index of combinations in parental education (from low to high)[a]					
1	8.0	20.0	....	2.4	....
2	44.0	40.0	9.3	36.5	1.4
3	32.0	20.0	9.3	5.1	1.4
4	8.0	20.0	25.6	13.1	2.0
5	1.0	....	46.5	40.5	86.4
N.R.	7.0	....	9.3	2.4	8.8

[a] The index is as follows:

1. Neither had any schooling.
2. One or both had at least some primary, but neither had any intermediate.
3. One or both had at least some intermediate, but neither had any secondary.
4. One or both had at least some secondary, but neither had finished secondary.
5. One or both had at least finished secondary or gone beyond secondary.

TABLE B3

PARENTAL OCCUPATION OF FORM 4 STUDENTS BY ETHNIC GROUP: FEMALES

	Females				
	African (N=100)	Arab (N=5)	Goan (N=43)	Indian (N=373)	European (N=148)
	Percentage Distributions				
Father living					
Yes	92.0	80.0	83.7	92.5	93.2
No	7.0	20.0	16.3	7.5	6.8
NR	1.0	....	....	....	....
Mother living					
Yes	89.0	100.0	93.0	96.0	97.3
No	10.0	....	7.0	3.8	2.7
NR	1.0	....	....	0.3	....
Father's occupation					
Level: (from high to low)					
1	2.0	40.0	4.7	6.4	38.5
2	7.0	....	37.2	26.8	44.6
3	39.0	....	48.8	44.2	10.1
4	24.0	40.0	2.3	4.6	....
5	21.0	....	....	0.8	0.7
Chiefs	1.0	....	....	....	....
Unclassifiable	3.0	2.0	4.7	12.3	0.7
NR	3.0	....	2.3	4.8	5.4
Type:					
Medical	4.0	....	....	0.5	2.7
Social, Political, Religious	7.0	40.0	....	1.9	7.4
Scientific, technical and mechanical	5.0	....	4.7	7.0	13.5
Agricultural	46.0	....	2.3	0.8	26.4
Commercial, Admin. and Clerical	13.0	40.0	79.1	76.7	25.7
Educational	14.0	....	4.7	3.5	10.8
Military and Police	2.0	....	....	....	6.1
Artisans	2.0	....	7.0	3.8	2.0
NR and Unclassifiable	7.0	20.0	2.3	5.9	5.4

TABLE B3--Continued

	Females				
	African (N=100)	Arab (N=5)	Goan (N=43)	Indian (N=373)	European (N=148)
	Percentage Distributions				
Father's employer					
Self-employed	54.0	20.0	9.3	56.8	25.0
Government	27.0	40.0	23.3	11.8	40.5
Government Economic Agencies	3.0	....	16.3	5.4	10.1
Private firm	6.0	....	44.2	15.0	16.2
Religious group and other	6.0	....	....	....	2.0
NR	4.0	40.0	7.0	11.0	6.1
Mother's occupation					
Housewife	25.0	100.0	72.1	91.7	49.3
Medical and social welfare	2.0	....	....	0.8	2.0
Volunteer services	4.0	....	2.3	0.3	1.4
Sales and shop assistant	1.0	....	....	0.5	....
Low level manual	1.0	....	....	....	0.7
"Shamba" and small farm	56.0	....	....	0.3	0.7
Clerical	....	....	4.7	0.3	30.4
Teaching	3.0	....	16.3	2.4	8.8
Miscellaneous	....	....	....	....	4.7
Artisan	....	....	....	0.3	0.7
NR	8.0	....	4.7	3.5	1.4

TABLE B4

EDUCATIONAL ATTITUDES OF FORM 4 STUDENTS BY ETHNIC GROUP: FEMALES

	Females				
	African (N=100)	Arab (N=5)	Goan (N=43)	Indian (N=373)	European (N=148)
	Percentage Distributions				
Purpose of education					
1. To get a well paid job	23.0	....	41.9	25.7	64.9
2. To be respected by others	5.0	20.0	39.5	18.0	13.5
3. To be a powerful person	23.0	....	11.6	35.9	2.0
1 and 2 mentioned	....	....	....	0.3	2.0
1 and 3 mentioned	....	....	....	0.3	0.7
2 and 3 mentioned	....	....	....	....	....
1, 2, and 3 mentioned	....	....	....	1.1	....
NR	49.0	80.0	7.0	18.8	16.9
Better reason for becoming well educated					
Support family	1.0	....	....	2.4	....
Altruistic	82.0	20.0	11.6	12.3	4.1
Cognitive	....	....	9.3	5.9	6.1
Liberating	1.0	....	....	1.9	1.4
Leadership	....	....	4.7	0.5	1.4
To lead a good life	2.0	....	2.3	....	2.7
Personal economic advantage	1.0	....	7.0	4.3	10.8
Community adjustment	1.0	....	....	....	2.7
Personal morality	4.0	....	7.0	1.1	10.1
Interesting and satisfying job	1.0	....	2.3	1.9	2.0
Miscellaneous	1.0	....	....	1.1	2.7
NR	6.0	80.0	55.8	68.6	56.1
Subject liked best among those studied					
English	38.0	40.0	32.6	59.2	42.6
Math	14.0	40.0	25.6	19.3	18.2
Physical Education	2.0	20.0	2.3	4.6	11.5
Religious Knowledge	12.0	....	11.6	4.3	0.7
Rural Science	18.0	....	9.3	2.9	6.1
Science	14.0	....	18.6	6.2	20.3
No ranking given	2.0	....	....	3.5	0.7
Checked "others"	....	....	....	....	....
NR	....	....	....	....	....

TABLE B4--Continued

	Females				
	African (N=100)	Arab (N=5)	Goan (N=43)	Indian (N=373)	European (N=148)
	Percentage Distributions				
Hopes to continue schooling					
Yes	63.0	20.0	53.5	58.4	43.2
No	32.0	60.0	46.5	35.1	53.4
NR	5.0	20.0	0.0	6.4	3.4
Expectation of continuing schooling					
1. Certain to continue	29.0	20.0	30.2	38.9	50.7
2. Good chance to continue	43.0	20.0	46.5	41.0	27.7
3. Unlikely to continue	21.0	60.0	20.9	8.3	14.2
4. Certain will not continue	1.0	....	....	4.0	4.7
5. NR	6.0	....	2.3	7.8	2.7
Hopes and expectations combined					
Hopes — Expectations					
Yes — 1 or 2	54.0	20.0	48.8	50.7	42.6
Yes — 3 or 4	6.0	....	4.7	4.0	0.7
No — 1 or 2	15.0	20.0	27.9	25.5	33.8
No — 3 or 4	15.0	40.0	16.3	7.5	17.6
Others	10.0	20.0	2.3	12.3	5.4
Type of education preferred if goes beyond 4th form					
Teacher training	26.0	20.0	18.6	17.6	7.4
Technical institute	1.0	....	....	3.5	6.8
Agricultural institute	....	....	....	....	4.7
Higher school	39.0	20.0	32.5	45.3	35.1
Medical training	23.0	40.0	9.3	18.8	13.5
Commercial, firm specified	....	....	4.6	1.0	2.7
Commercial, firm not specified	....	....	....	0.8	2.7
Government, dept. specified	2.0	....	11.6	2.4	1.4
Government, dept. not specified	2.0	....	2.3	1.0	....
Military	....	....	....	....	1.4
Secretarial	2.0	....	9.3	4.6	10.1
Miscellaneous and NR	5.0	20.0	11.6	4.8	14.2

TABLE B4--Continued

	Females				
	African (N=100)	Arab (N=5)	Goan (N=43)	Indian (N=373)	European (N=148)
	Percentage Distributions				
Type of education preferred if goes beyond 6th form					
Arts course	17.0	20.0	14.0	24.4	25.0
Science or Math course	1.0	....	4.7	5.1	....
Agriculture or Vet. Science	1.0	....	....	0.3	....
Engineering	....	....	....	0.3	....
Medical	13.0	20.0	20.9	23.6	8.3
Teacher training	10.0	....	7.0	11.3	16.7
Law	3.0	....	....	1.3	....
Other training	....	....	....	0.8	....
Music or Art	....	....	2.3	0.8	....
Miscellaneous	....	....	....	0.3	....
NR	55.0	60.0	51.2	31.9	50.0
Subject most useful in career after school					
English	60.0	80.0	65.1	77.2	61.5
Math	7.0	....	....	7.5	10.1
Physical Education	....	....	....	2.9	2.7
Religious Knowledge	11.0	....	20.9	1.9	0.7
Rural Science	13.0	....	4.7	1.9	4.1
Science	9.0	....	7.0	4.8	19.6
Checks but no ranks	....	20.0	....	2.7	0.7
Checked "other"	....	....	....	....	0.7
NR	....	....	2.3	1.1	....

TABLE B5

OCCUPATIONAL ATTITUDES OF FORM 4 STUDENTS BY ETHNIC GROUP: FEMALES

	Females				
	African (N=100)	Arab (N=5)	Goan (N=43)	Indian (N=373)	European (N-148)
	Percentage Distributions				
Occupational aspirations					
Level: (from high to low)					
1	23.0	....	11.6	18.0	20.3
2	45.0	60.0	30.2	36.5	41.9
3	25.0	20.0	32.6	21.2	25.7
4	....	....	....	....	....
5	....	....	....	....	....
Unclassifiable	3.0	....	....	1.1	6.8
NR	4.0	20.0	25.6	23.3	5.4
Occupational aspirations					
Type:					
Medical	23.0	40.0	11.6	16.9	19.6
Social, Political, Religious	7.0	....	2.3	3.8	8.1
Scientific, technical, mechanical	1.0	....	4.6	1.6	6.1
Agricultural	1.0	....	....	....	6.8
Commercial, admin. and clerical	23.0	20.0	30.2	23.1	21.6
Educational	35.0	20.0	25.6	27.6	15.5
Military and police	1.0	....	....	....	....
Artisan	2.0	....	....	2.7	16.2
NR	7.0	20.0	25.6	24.4	6.0
Occupational expectations					
Level: (from high to low)					
1	....	....	....	....	....
2	57.0	20.0	7.0	17.4	18.2
3	30.0	20.0	62.8	50.9	51.4
4	....	....	....	0.3	....
5	....	....	7.0	0.5	....
Unclassifiable	....	....	....	4.0	3.4
NR	13.0	60.0	23.3	26.8	27.0

TABLE B5--Continued

	Females				
	African (N=100)	Arab (N=5)	Goan (N=43)	Indian (N=373)	European (N=148)
	Percentage Distributions				
Occupational expectations					
Type:					
Medical	15.0	20.0	4.7	5.4	13.5
Social, Political, Religious	....	....	....	2.7	1.4
Scientific, technical, mechanical	1.0	....	....	1.1	1.4
Agricultural	....	....	....	....	....
Commerical, admin. and clerical	22.0	20.0	60.5	49.3	46.6
Educational	48.0	....	2.3	10.7	6.1
Military and police	....	....	....	....	....
Artisan	1.0	....	2.3	0.3	2.7
NR	13.0	60.0	30.2	30.6	28.4
Students' employer preference					
Government	86.0	100.0	60.5	69.4	46.6
Private employer	4.0	....	30.2	9.7	45.3
Own business	6.0	....	4.7	11.0	2.7
Own farm	2.0	....	2.3	0.3	1.4
NR	2.0	....	2.3	9.7	4.1
Students' preference for location of work					
Small town or village	53.0	....	30.2	14.5	20.9
City	42.0	80.0	60.5	80.7	75.7
NR	5.0	20.0	9.3	4.8	3.4
Occupational expectations involving on the job training					
Low level medical	6.0	....	....	1.6	4.7
Engineering	....	....	....	....	....
Agriculture	....	....	....	....	....
Accountant	2.0	....	2.3	1.1	1.4
Military	....	....	....	....	....
Artisan	1.0	....	2.3	0.3	2.7
Teachers in primary	45.0	....	2.3	9.7	4.7
Others	46.0	100.0	93.0	87.4	86.5

APPENDIX C

SUPPLEMENTARY CROSS-TABULATIONS OF CHARACTERISTICS OF AFRICAN MALE STUDENTS

TABLE C1

URBAN-RURAL PREFERENCES OF STUDENTS WITH RESPECT TO PLACE OF WORK; AFRICAN MALES BY TRIBE

Where Student Would Like to Work	Tribe									
	Nilo-Hamitic	Nilotic	Kikuyu	Embu	Luyia	Kisii	Kamba	Coast	Foreign	Totals
Small town or village	82.6 (19)	54.1 (72)	49.3 (100)	72.9 (35)	58.3 (74)	60.0 (15)	75.0 (12)	50.0 (27)	33.3 (2)	56.1 (356)
City	17.4 (4)	41.4 (55)	43.3 (88)	25.0 (12)	36.2 (46)	36.0 (9)	25.0 (4)	46.3 (25)	66.7 (4)	38.9 (247)
NR's	....	4.5 (6)	7.4 (15)	2.1 (1)	5.5 (7)	4.0 (1)	....	3.7 (2)	....	5.0 (32)
Totals	100 (23)	100 (133)	100 (203)	100 (48)	100 (127)	100 (25)	100 (16)	100 (54)	100 (6)	100 (635)

TABLE C2

URBAN-RURAL PREFERENCES OF STUDENTS WITH RESPECT TO PLACE OF WORK; AFRICAN MALES BY FATHER'S EDUCATION AND OCCUPATIONAL LEVEL[a]

Father's Education	Where Student Would Like to Work			
	Small Town or Village	City	N.R.	Totals
No Education	65.4 (134)	31.2 (64)	3.4 (7)	100 (205)
Some Primary	58.5 (86)	38.1 (56)	3.4 (5)	100 (147)
Finished Primary	46.2 (49)	49.1 (52)	4.7 (5)	100 (106)
Some Intermediate	56.8 (46)	39.5 (32)	3.7 (3)	100 (81)
Finished Intermediate	42.2 (19)	53.3 (24)	4.4 (2)	100 (45)
Beyond Intermediate	47.6 (10)	47.6 (10)	4.8 (1)	100 (21)
NR's	40.0 (12)	30.0 (9)	30.0 (9)	100 (30)
Totals	56.1 (356)	38.9 (247)	5.0 (32)	100 (635)

TABLE C2 Continued

Father's Occupational Level	Where Student Would Like to Work			
	Small Town or Village	City	N.R.	Totals
1	25.0 (1)	75.0 (3)	....	100 (4)
2	46.7 (7)	53.3 (8)	....	100 (15)
3	56.4 (75)	38.3 (51)	5.3 (7)	100 (133)
4	56.9 (87)	38.6 (59)	4.6 (7)	100 (153)
5	56.6 (151)	40.4 (108)	3.0 (8)	100 (267)
Unclassifiable	....	100 (2)	....	100 (2)
NR's	31.8 (7)	27.3 (6)	40.9 (9)	100 (22)
Chiefs	71.8 (28)	25.6 (10)	2.6 (1)	100 (39)
Totals	56.1 (356)	38.9 (247)	5.0 (32)	100 (635)

[a] Percentages add up to 100% horizontally.

TABLE C3

STUDENTS' ASPIRATIONS AND EXPECTATIONS WITH RESPECT TO OCCUPATIONAL LEVEL; AFRICAN MALES BY TRIBE[a]

Tribe	Student Aspiration Levels				Student Expectation Levels					
	1	2	3	Totals	1	2	3	4	5	Totals
Nilo-Hamitic	23.8 (5)	76.2 (16)	....	100 (21)	5.6 (1)	66.7 (12)	27.8 (5)	....	....	100 (18)
Nilotic	49.2 (61)	42.7 (53)	8.1 (10)	100 (124)	2.0 (2)	45.5 (46)	49.5 (50)	....	3.0 (3)	100 (101)
Kikuyu	46.9 (84)	41.3 (74)	11.7 (21)	100 (179)	1.3 (2)	36.1 (56)	61.3 (95)	....	1.3 (2)	100 (155)
Embu	54.5 (24)	43.2 (19)	2.3 (1)	100 (44)	4.5 (2)	47.7 (21)	47.7 (21)	....	....	100 (44)
Luyia	53.3 (64)	43.3 (52)	3.3 (4)	100 (120)	0.9 (1)	50.4 (57)	44.2 (50)	....	4.4 (5)	100 (113)
Kisii	45.8 (11)	54.2 (13)	....	100 (24)	....	73.9 (17)	21.7 (5)	....	4.3 (1)	100 (23)
Kamba	61.5 (8)	38.5 (5)	....	100 (13)	....	30.0 (3)	40.0 (4)	....	30.0 (3)	100 (10)
Coast	41.2 (21)	43.1 (22)	15.7 (8)	100 (51)	2.3 (1)	44.2 (19)	53.5 (23)	....	....	100 (43)
Foreign	50.0 (3)	50.0 (3)	....	100 (6)	....	83.3 (5)	16.7 (1)	....	....	100 (6)
Totals	48.3 (281)	44.2 (257)	7.6 (44)	100 (582)	1.8 (9)	46.0 (236)	49.5 (254)	....	2.7 (14)	100 (513)

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[a] Percentages add to 100% horizontally. Unclassifiable occupations and NR's have been excluded.

TABLE C4

STUDENTS' ASPIRATIONS AND EXPECTATIONS WITH RESPECT TO TYPE OF OCCUPATION; AFRICAN MALES BY TRIBE[a]

Tribe	Occupational Types								
	Med.	Soc.	Tech.	Agric.	W.C.	Educ.	Mil.	N.R.	Totals
	Students' Aspirations								
Nilo-Hamitic	13.0 (3)	13.0 (3)	8.7 (2)	13.0 (3)	8.7 (2)	30.4 (7)	8.7 (2)	4.3 (1)	100 (23)
Nilotic	18.0 (24)	4.5 (6)	20.3 (27)	16.5 (22)	16.5 (22)	14.3 (19)	2.3 (3)	7.5 (10)	100 (133)
Kikuyu	11.8 (24)	4.4 (9)	19.9 (40)	24.6 (50)	17.7 (36)	9.9 (20)	2.0 (4)	9.9 (20)	100 (203)
Embu	6.2 (3)	8.3 (4)	8.3 (4)	27.1 (13)	14.6 (7)	20.8 (10)	8.3 (4)	6.2 (3)	100 (48)
Luyia	15.0 (19)	3.1 (4)	10.2 (13)	22.0 (28)	15.7 (20)	22.0 (28)	6.3 (8)	5.5 (7)	100 (127)
Kisii	16.0 (4)	24.0 (6)	4.0 (1)	20.0 (5)	12.0 (3)	20.0 (5)	...	4.0 (1)	100 (25)
Kamba	6.2 (1)	6.2 (1)	...	12.5 (2)	18.7 (3)	31.2 (5)	6.2 (1)	18.7 (3)	100 (16)
Coast	5.6 (3)	7.4 (4)	22.2 (12)	11.1 (6)	22.2 (12)	25.9 (14)	1.9 (1)	3.7 (2)	100 (54)
Foreign	....	....	....	....	83.3 (5)	16.7 (1)	...	....	100 (6)
Totals	12.8 (81)	5.8 (37)	15.6 (99)	20.3 (129)	17.3 (110)	17.2 (109)	3.6 (23)	7.4 (47)	100 (635)

TABLE C4 Continued

Tribe	Occupational Types								
	Med.	Soc.	Tech.	Agric.	W.C.	Educ.	Mil.	N.R.	Totals
				Students' Expectations					
Nilo-Hamitic	....	4.3 (1)	....	4.3 (1)	17.4 (4)	43.5 (10)	8.7 (2)	21.7 (5)	100 (23)
Nilotic	1.5 (2)	0.8 (1)	12.1 (16)	4.5 (6)	24.8 (33)	29.3 (39)	1.5 (2)	25.6 (34)	100 (133)
Kikuyu	0.5 (1)	1.0 (2)	11.8 (24)	5.9 (12)	34.0 (69)	21.2 (43)	1.5 (3)	24.1 (49)	100 (203)
Embu	2.1 (1)	4.2 (2)	10.4 (5)	10.4 (5)	18.7 (9)	41.7 (20)	4.2 (2)	8.3 (4)	100 (48)
Luyia	5.5 (7)	...	7.1 (9)	15.0 (19)	18.1 (23)	36.2 (46)	4.7 (6)	13.4 (17)	100 (127)
Kisii	4.0 (1)	...	....	4.0 (1)	28.0 (7)	52.0 (13)	...	12.0 (3)	100 (25)
Kamba	...	...	18.7 (3)	6.2 (1)	6.2 (1)	18.7 (3)	...	50.0 (8)	100 (16)
Coast	1.9 (1)	3.7 (2)	14.8 (8)	7.4 (4)	22.2 (12)	29.6 (16)	...	20.4 (11)	100 (54)
Foreign	...	...	16.7 (1)	...	16.7 (1)	66.7 (4)	...	....	100 (6)
Totals	2.0 (13)	1.3 (8)	10.4 (66)	7.7 (49)	25.0 (159)	30.6 (194)	2.4 (15)	20.6 (131)	100 (635)

[a] Percentages add up to 100% horizontally.

TABLE C5

STUDENTS' ASPIRATIONS AND EXPECTATIONS WITH RESPECT TO OCCUPATIONAL LEVEL: AFRICAN MALES BY PARENTAL EDUCATION AND OCCUPATIONAL LEVEL[a]

Father's Education	Student Aspiration Levels				Student Expectation Levels[b]				
	1	2	3	Totals	1	2	3	5	Totals
No Education	47.4 (90)	46.3 (88)	6.3 (12)	100 (190)	1.9 (3)	54.9 (89)	42.6 (69)	0.6 (1)	100 (162)
Some Primary	46.6 (62)	45.9 (61)	7.5 (10)	100 (133)	1.5 (2)	42.3 (55)	51.5 (67)	4.6 (6)	100 (130)
Finished Primary	43.6 (44)	47.5 (48)	8.9 (9)	100 (101)	3.5 (3)	35.3 (30)	56.5 (48)	4.7 (4)	100 (85)
Some Intermediate	54.7 (41)	38.7 (29)	6.7 (5)	100 (75)	...	49.3 (33)	50.7 (34)	...	100 (67)
Finished Intermediate	61.9 (26)	35.7 (15)	2.4 (1)	100 (42)	2.9 (1)	48.6 (17)	45.7 (16)	2.9 (1)	100 (35)
Beyond Intermediate	52.4 (11)	23.8 (5)	23.8 (5)	100 (21)	...	42.1 (8)	52.6 (10)	5.3 (1)	100 (19)
Totals	48.8 (274)	43.8 (246)	7.5 (42)	100 (562)	1.8 (9)	46.6 (232)	49.0 (244)	2.6 (13)	100 (498)

TABLE C5 Continued

Father's Occupational Level: From High to Low	Student Aspiration Levels				Student Expectation Levels[b]				
	1	2	3	Totals	1	2	3	5	Totals
1	66.7 (2)	....	33.3 (1)	100 (3)	...	50.0 (1)	50.0 (1)	...	100 (2)
2	57.1 (8)	28.6 (4)	14.3 (2)	100 (14)	8.3 (1)	33.3 (4)	58.3 (7)	...	100 (12)
3	48.0 (60)	43.2 (54)	8.8 (11)	100 (125)	2.7 (3)	41.8 (46)	53.6 (59)	1.8 (2)	100 (110)
4	52.1 (74)	38.7 (55)	9.2 (13)	100 (142)	0.8 (1)	43.9 (54)	54.5 (67)	0.8 (1)	100 (123)
5	44.6 (111)	48.6 (121)	6.8 (17)	100 (249)	1.4 (3)	49.3 (105)	48.4 (103)	0.9 (2)	100 (213)
Chiefs	61.5 (24)	38.5 (15)	....	100 (39)	2.8 (1)	55.6 (20)	41.7 (15)	...	100 (36)
Totals	48.8 (279)	43.5 (249)	7.7 (44)	100 (572)	1.8 (9)	46.4 (230)	50.8 (252)	1.0 (5)	100 (496)

[a] Percentages add to 100% horizontally. Unclassifiable occupations and NR's have been excluded.

[b] Occupational level 4 has no cases.

TABLE C6

STUDENTS' ASPIRATIONS AND EXPECTATIONS WITH RESPECT TO TYPE OF OCCUPATION; AFRICAN MALES BY FATHER'S OCCUPATIONAL LEVEL[a]

Father's Occupational Level: from High to Low	Occupational Type								
	Med.	Soc.	Tech.	Agric.	W.C.	Educ.	Mil.	N.R.	Totals
				Students' Aspirations					
1	....	25.0 (1)	25.0 (1)	....	25.0 (1)	....	....	25.0 (1)	100 (4)
2	13.3 (2)	13.3 (2)	6.7 (1)	26.7 (4)	20.0 (3)	6.7 (1)	6.7 (1)	6.7 (1)	100 (15)
3	9.8 (13)	7.5 (10)	15.8 (21)	17.3 (23)	20.3 (27)	21.1 (28)	3.8 (5)	4.5 (6)	100 (133)
4	14.4 (22)	3.3 (5)	24.8 (38)	17.0 (26)	15.7 (24)	15.0 (23)	3.9 (6)	5.9 (9)	100 (153)
5	13.9 (37)	5.2 (14)	11.6 (31)	24.0 (64)	18.0 (48)	18.4 (49)	3.0 (8)	6.0 (16)	100 (267)
Unclassifiable	....	....	50.0 (1)	....	50.0 (1)	....	....	....	100 (2)
NR's	4.5 (1)	....	4.5 (1)	13.6 (3)	4.5 (1)	9.1 (2)	....	63.6 (14)	100 (22)
Totals	12.6 (75)	5.4 (32)	15.8 (94)	20.1 (120)	17.6 (105)	17.3 (103)	3.4 (20)	7.9 (47)	100 (596)

TABLE C6 Continued

Father's Occupational Level: from High to Low	Occupational Type								
	Med.	Soc.	Tech.	Agric.	W.C.	Educ.	Mil.	N.R.	Totals
				Students' Expectations					
1	....	....	....	....	25.0 (1)	25.0 (1)	....	50.0 (2)	100 (4)
2	6.7 (1)	6.7 (1)	13.3 (2)	6.7 (1)	26.7 (4)	13.3 (2)	6.7 (1)	20.0 (3)	100 (15)
3	0.8 (1)	0.8 (1)	11.3 (15)	9.0 (12)	28.6 (38)	29.3 (39)	1.5 (2)	18.8 (25)	100 (133)
4	2.6 (4)	....	11.8 (18)	7.2 (11)	26.1 (40)	30.1 (46)	2.0 (3)	20.3 (31)	100 (153)
5	1.9 (5)	1.1 (3)	9.7 (26)	7.9 (21)	24.3 (65)	33.3 (89)	2.6 (7)	19.1 (51)	100 (267)
Unclassifiable	....	....	....	....	....	50.0 (1)	....	50.0 (1)	100 (2)
NR's	....	....	....	....	13.6 (3)	18.2 (4)	....	68.2 (15)	100 (22)
Totals	1.8 (11)	0.8 (5)	10.2 (61)	7.6 (45)	25.3 (151)	30.5 (182)	2.2 (13)	21.5 (128)	100 (596)

[a] Chiefs excluded from father's occupation. Percentages add up to 100% horizontally.

TABLE C7

STUDENTS' ASPIRATIONS AND EXPECTATIONS WITH RESPECT TO TYPE OF OCCUPATION; AFRICAN MALES BY FATHER'S EDUCATION

Father's Education	Occupational Types								
	Med.	Soc.	Tech.	Agric.	W.C.	Educ.	Mil.	N.R.	Totals
	Students' Aspirations								
No Education	10.7 (22)	6.8 (14)	13.7 (28)	22.0 (45)	15.6 (32)	21.0 (43)	3.9 (8)	6.3 (13)	100 (205)
Some Primary	13.6 (20)	3.4 (5)	13.6 (20)	19.7 (29)	17.0 (25)	19.0 (28)	4.1 (6)	9.5 (14)	100 (147)
Finished Primary	14.2 (15)	7.5 (8)	18.9 (20)	20.8 (22)	17.9 (19)	14.2 (15)	3.8 (4)	2.8 (3)	100 (106)
Some Intermediate	16.0 (13)	6.2 (5)	16.0 (13)	22.2 (18)	18.5 (15)	9.9 (8)	4.9 (4)	6.2 (5)	100 (81)
Finished Intermediate	15.6 (7)	2.2 (1)	24.4 (11)	11.1 (5)	20.0 (9)	22.2 (10)	...	4.4 (2)	100 (45)
Beyond Intermediate	(2)	(3)		(3)	(4)	(7)	(1)	(1)	100 (14)
NR's	6.7 (2)	3.3 (1)	13.3 (4)	20.0 (6)	10.0 (3)	13.3 (4)	...	33.3 (10)	100 (30)
Totals	12.8 (81)	5.8 (37)	15.6 (99)	20.3 (129)	17.3 (110)	17.2 (109)	3.6 (23)	7.4 (47)	100 (635)

TABLE C7 Continued

Father's Education	Occupational Types								
	Med.	Soc.	Tech.	Agric.	W.C.	Educ.	Mil.	N.R.	Totals
	Students' Expectations								
No Education	1.0 (2)	2.4 (5)	7.8 (16)	8.3 (17)	20.0 (41)	36.6 (75)	2.9 (6)	21.0 (43)	100 (205)
Some Primary	4.1 (6)	0.7 (1)	10.2 (15)	7.5 (11)	27.2 (40)	31.3 (46)	4.8 (7)	14.3 (21)	100 (147)
Finished Primary	1.9 (2)	0.9 (1)	15.1 (16)	8.5 (9)	25.5 (27)	25.5 (27)	...	22.6 (24)	100 (106)
Some Intermediate	2.5 (2)	1.2 (1)	11.1 (9)	8.6 (7)	30.9 (25)	25.9 (21)	2.5 (2)	17.3 (14)	100 (81)
Finished Intermediate	2.2 (1)	...	13.3 (6)	2.2 (1)	24.4 (11)	33.3 (15)	...	24.4 (11)	100 (45)
Beyond Intermediate	...	...	4.8 (1)	4.8 (1)	42.9 (9)	33.3 (7)	...	14.3 (3)	100 (21)
NR's	...	...	10.0 (3)	10.0 (3)	20.0 (6)	10.0 (3)	...	50.0 (15)	100 (30)
Totals	2.0 (13)	1.3 (8)	10.4 (66)	7.7 (49)	25.0 (159)	30.6 (194)	2.4 (15)	20.6 (131)	100 (635)

[a] Percentages add up to 100% horizontally.

TABLE C8

STUDENTS' PREFERENCES WITH RESPECT TO TYPE OF EMPLOYER; AFRICAN MALES BY TRIBE

For Whom Student Would Like to Work	Tribe									
	Nilo-Hamitic	Nilotic	Kikuyu	Embu	Luyia	Kisii	Kamba	Coast	Foreign	Totals
Government	100 (23)	82.7 (110)	76.8 (156)	85.4 (41)	91.3 (116)	88.0 (22)	87.5 (14)	90.7 (49)	83.3 (5)	84.4 (536)
Private Employer	...	8.3 (11)	9.9 (20)	4.2 (2)	0.8 (1)	....	....	5.6 (3)	16.7 (1)	6.0 (38)
Own Business	...	5.3 (7)	4.9 (10)	2.1 (1)	3.1 (4)	8.0 (2)	6.2 (1)	3.7 (2)	....	4.3 (27)
Own Farm	...	1.5 (2)	2.5 (5)	4.2 (2)	3.9 (5)	4.0 (1)	6.2 (1)	....	....	2.5 (16)
NR's	...	2.3 (3)	5.9 (12)	4.2 (2)	0.8 (1)	....	....	....	....	2.8 (18)
Totals	100 (23)	100 (133)	100 (203)	100 (48)	100 (127)	100 (25)	100 (16)	100 (54)	100 (6)	100 (635)

TABLE C9

STUDENTS' PREFERENCES WITH RESPECT TO TYPE OF EMPLOYER; AFRICAN MALES BY FATHER'S OCCUPATIONAL TYPE

For Whom Student Would Like to Work	Father's Occupational Type									
	Med.	Soc.	Tech.	Agric.	W.C.	Educ.	Mil.	Artisan	N.R.	Totals
Government	92.9 (13)	90.0 (18)	90.3 (28)	87.2 (314)	80.2 (81)	82.1 (23)	82.4 (14)	82.1 (32)	52.0 (13)	84.4 (536)
Private Employee	7.1 (1)	....	3.2 (1)	5.0 (18)	7.9 (8)	10.7 (3)	11.8 (2)	10.3 (4)	4.0 (1)	6.0 (38)
Own Business	....	10.0 (2)	3.2 (1)	3.1 (11)	7.9 (8)	....	5.9 (1)	5.1 (2)	8.0 (2)	4.3 (27)
Own Farm	....	....	....	3.1 (11)	3.0 (3)	7.1 (2)	....	....	.....	2.5 (16)
NR's	....	....	3.2 (1)	1.7 (6)	1.0 (1)	....	....	2.6 (1)	36.0 (9)	2.8 (18)
Totals	100 (14)	100 (20)	100 (31)	100 (360)	100 (101)	100 (28)	100 (17)	100 (39)	100 (25)	100 (635)

TABLE C10

SEPARATE INDICATORS OF STUDENTS' HOPES AND EXPECTATIONS OF CONTINUING SCHOOLING; AFRICAN MALES BY TRIBE

Tribe	Education Aspirations					
	Hopes			Expectations		
	Desires More Schooling	Desires No More Schooling	N.R.	Believes Has Good Chance of Continuing School	Believes Has Little Chance of Continuing School	N.R.
Nilo-Hamitic	65.2 (15)	17.4 (4)	17.4 (4)	65.2 (15)	21.7 (5)	13.0 (3)
Nilotic	68.4 (91)	27.8 (37)	3.8 (5)	55.7 (74)	37.6 (50)	6.8 (9)
Kikuyu	70.4 (143)	22.2 (45)	7.4 (15)	58.6 (69)	36.0 (73)	5.4 (11)
Embu	87.5 (42)	8.3 (4)	4.2 (2)	81.3 (39)	18.8 (9)	....
Luyia	81.1 (103)	15.0 (19)	3.9 (5)	70.9 (90)	25.9 (33)	3.1 (4)
Kisii	76.0 (19)	24.0 (6)	....	64.0 (16)	36.0 (9)	....
Kamba	81.2 (13)	12.5 (2)	6.2 (1)	93.7 (15)	6.2 (1)	....
Coast	74.1 (40)	24.1 (13)	1.9 (1)	74.0 (40)	26.0 (14)	....
Foreign	100 (6)	....	....	83.3 (5)	16.7 (1)	....
Totals	74.3 (472)	20.5 (130)	5.2 (33)	65.1 (413)	30.7 (195)	4.3 (27)

[a] Percentages add up to 100% horizontally.

TABLE C 11

STUDENTS' SIXTH FORM ATTENDANCE; AFRICAN MALES BY TRIBE[a]

Tribe	Sixth Form Attendance			
	Finished	Some	None	Totals
Nilo-Hamitic	43.5 (10)	....	56.5 (13)	100 (23)
Nilotic (Luo)	25.8 (33)	3.1 (4)	71.1 (91)	100 (128)
Kikuyu	39.8 (72)	0.6 (1)	59.7 (108)	100 (181)
Embu-Meru	21.3 (10)	....	78.7 (37)	100 (47)
Kamba	50.0 (8)	....	50.0 (8)	100 (16)
Luyia	15.7 (18)	1.7 (2)	82.6 (95)	100 (115)
Kisii	28.0 (7)	....	72.0 (18)	100 (25)
Coastal	24.1 (13)	....	75.9 (41)	100 (54)
Foreign Bantu	20.0 (1)	....	80.0 (4)	100 (5)
Totals	29.0 (172)	1.2 (7)	69.9 (415)	100 (594)

[a] Percentages add up to 100% horizontally.

TABLE C 12

STUDENTS' ATTENDANCE AT UNIVERSITY; AFRICAN MALES BY TRIBE[a]

Tribe	Attendance at University		
	Yes[b]	No	Totals
Nilo-Hamitic	50.0 (11)	50.0 (11)	100 (22)
Nilotic (Luo)	34.2 (39)	65.8 (75)	100 (114)
Kikuyu	39.7 (71)	60.3 (108)	100 (179)
Embu-Meru	27.7 (13)	72.3 (34)	100 (47)
Kamba	50.0 (7)	50.0 (7)	100 (14)
Luyia	31.7 (32)	68.3 (69)	100 (101)
Kisii	34.8 (8)	65.2 (15)	100 (23)
Coastal	26.9 (14)	73.1 (38)	100 (52)
Foreign	40.0 (2)	60.0 (3)	100 (5)
Totals	35.4 (197)	64.6 (360)	100 (557)

[a] Percentages add up to 100% horizontally.

[b] Includes attendance at anytime since completing Form 4.

TABLE C 13

STUDENTS' OCCUPATIONAL ASPIRATIONS WITH RESPECT TO TYPE: AFRICAN MALES BY CAMBRIDGE RESULTS

Students' Occupational Aspiration by Type	Cambridge Results					Totals
	First Division	Second Division	Third Division	GCE	Failure	
Medical	20.9 (27)	12.4 (24)	10.6 (15)	8.9 (5)	15.1 (8)	13.8 (79)
Social, political, religious	5.4 (7)	5.2 (10)	6.4 (9)	8.9 (5)	5.7 (3)	5.9 (34)
Scientific, technical, mechanical	21.0 (27)	17.0 (33)	11.3 (16)	23.2 (13)	11.3 (6)	16.6 (95)
Agricultural	20.2 (26)	21.6 (42)	24.1 (34)	16.1 (9)	28.3 (15)	22.0 (126)
Commercial, admin., clerical	18.6 (24)	16.0 (31)	22.0 (31)	19.6 (11)	17.0 (9)	18.5 (106)
Educational	13.2 (17)	22.2 (43)	19.9 (28)	19.6 (11)	18.9 (10)	19.0 (109)
Military and police	0.8 (1)	5.2 (10)	5.7 (8)	3.6 (2)	3.8 (2)	4.0 (23)
Artisan	....	0.5 (1)	....	....	....	0.2 (1)
Totals	100 (129)	100 (194)	100 (141)	100 (56)	100 (53)	100 (573)

TABLE C 14

STUDENTS' OCCUPATIONAL EXPECTATIONS WITH RESPECT TO TYPE; AFRICAN MALES BY CAMBRIDGE RESULTS

Students' Occupational Expectations by Type	Cambridge Results					Totals
	First Division	Second Division	Third Division	GCE	Failure	
Medical	3.0	4.1	....	....	6.5	2.7
	(3)	(7)			(3)	(13)
Social, political, religious	....	1.2	....	4.0	6.5	1.4
		(2)		(2)	(3)	(7)
Scientific, technical, mechanical	20.2	9.4	8.9	22.0	15.2	0.4
	(20)	(16)	(11)	(11)	(7)	(2)
Agricultural	13.1	9.9	5.6	14.0	8.7	12.9
	(13)	(17)	(7)	(7)	(4)	(63)
Commercial, admin., clerical	36.4	32.2	31.5	22.0	26.1	9.8
	(36)	(55)	(39)	(11)	(12)	(48)
Educational	27.3	40.4	47.6	36.0	37.0	31.2
	(27)	(69)	(59)	(18)	(17)	(153)
Military and police	....	2.9	6.5	2.0	....	38.8
		(5)	(8)	(1)		(190)
Artisan	....	....	....	....	....	2.9
						(14)
Totals	100	100	100	100	100	100
	(99)	(171)	(124)	(50)	(46)	(490)

TABLE C 15

STUDENTS' PRESENT OCCUPATIONS WITH RESPECT TO TYPE;
AFRICAN MALES BY STUDENT'S PLACE OF RESIDENCE

Students' Present Occupational Type	Student's Place of Residence[a]		Totals
	Urban Oriented	Rural Oriented	
Medical	6.1 (6)	4.0 (13)	4.5 (19)
Social, political, religious	9.1 (9)	6.5 (21)	7.1 (30)
Scientific, technical, mechanical	17.2 (17)	9.0 (29)	10.9 (47)
Agricultural	9.1 (9)	11.8 (38)	11.1 (47)
Commercial, admin., clerical	35.4 (35)	39.9 (129)	38.9 (164)
Educational	18.2 (18)	20.7 (67)	20.1 (85)
Military and police	5.1 (5)	8.0 (26)	7.3 (31)
Totals	100 (99)	100 (323)	100 (422)

[a] Urban oriented districts, including all municipalities plus Thika, Kiambu, Nukuru, Kisumu, and Central Nyanza districts.

TABLE C 16

STUDENTS' PRESENT OCCUPATIONS WITH RESPECT TO LEVEL; AFRICAN MALES BY CAMBRIDGE RESULTS[a]

Tribe	Students' Present Occupational Level: from High to Low						Totals
	Level 1	Level $1\frac{1}{2}$[a]	Probably in University	In University	Level 2	Level 3[b]	
Nilo-Hamitic	42.1 (8)	5.3 (1)	10.5 (2)	....	21.1 (4)	21.1 (4)	100 (19)
Nilotic (Luo)	11.4 (12)	2.9 (3)	1.9 (2)	21.0 (22)	35.2 (37)	27.6 (29)	100 (105)
Kikuyu	24.4 (41)	4.8 (8)	1.8 (3)	14.3 (24)	31.0 (52)	23.8 (40)	100 (168)
Embu-Meru	9.8 (4)	2.4 (1)	4.9 (2)	17.1 (7)	26.8 (11)	39.0 (16)	100 (41)
Kamba	35.7 (5)	....	14.3 (2)	14.3 (2)	14.3 (2)	21.4 (3)	100 (14)
Luyia	6.7 (6)	4.4 (4)	2.2 (2)	21.1 (19)	36.7 (33)	28.9 (26)	100 (90)
Kisii	13.6 (3)	....	4.5 (1)	18.2 (4)	45.5 (10)	18.2 (4)	100 (22)
Coast	10.0 (5)	2.0 (1)	....	16.0 (8)	42.0 (21)	30.0 (15)	100 (50)
Foreign	20.0 (1)	....	20.0 (1)	....	40.0 (2)	20.0 (1)	100 (5)
Totals	16.5 (85)	3.5 (18)	2.9 (15)	16.7 (86)	33.5 (172)	26.8 (138)	100 (514)

[a] Includes those students between levels 1 and 2.

[b] Includes all primary teachers. For student aspirations, however, primary school teachers are coded in level 2.

TABLE C 17

STUDENTS' PRESENT OCCUPATIONS WITH RESPECT TO TYPE; AFRICAN MALES BY TRIBE[a]

Tribe	Present Occupational Type							Totals
	Medical	Social, Political, Religious	Scientific, Technical, Mechanical	Agri-cultural	Commercial, Admin., Clerical	Edu-cational	Military and Police	
Nilo-Hamitic	....	5.9 (1)	5.9 (1)	29.4 (5)	41.2 (4)	11.8 (2)	5.9 (1)	100 (17)
Nilotic (Luo)	17.2 (7)	6.2 (6)	14.4 (14)	10.3 (10)	40.2 (39)	15.5 (15)	6.2 (6)	100 (97)
Kikuyu	5.0 (8)	8.8 (14)	11.4 (18)	8.8 (14)	41.5 (66)	16.4 (26)	8.2 (13)	100 (159)
Embu-Meru	2.5 (1)	10.0 (4)	2.5 (1)	12.5 (5)	42.5 (17)	25.0 (10)	5.0 (2)	100 (40)
Kamba	....	8.3 (1)	25.0 (3)	....	33.3 (4)	25.0 (3)	8.3 (1)	100 (12)
Luyia	5.1 (4)	5.1 (4)	11.4 (9)	11.4 (9)	34.2 (27)	25.3 (20)	7.6 (6)	100 (79)
Kisii	5.0 (1)	....	10.0 (2)	15.0 (3)	35.0 (7)	35.0 (7)	....	100 (20)
Coastal	2.2 (1)	4.4 (2)	4.4 (2)	2.2 (1)	53.3 (24)	24.4 (11)	8.9 (4)	100 (45)
Foreign	....	....	25.0 (1)	50.0 (2)	....	25.0 (1)	....	100 (4)
Totals	4.7 (22)	6.8 (32)	10.7 (31)	10.4 (49)	40.4 (191)	20.1 (95)	7.0 (33)	100 (473)

[a] Percentages add up to 100% horizontally.

APPENDIX D

SUPPLEMENTARY TABULATIONS ON TEACHERS

TABLE D1

SCHOOL CHARACTERISTICS FOR ALL TEACHERS AT AFRICAN AND ARAB PRIMARY SCHOOLS AND FOR AFRICAN TEACHERS AT AFRICAN POST-PRIMARY SCHOOLS BY SEX AND TYPE OF POST

	African Primary Teachers			Arab Primary Teachers		African Post-Primary Teachers		
						Secondary and Teacher Training		Trade
	Males		Females	Males	Females	Males	Females	Males
	H.	N.H.	H. and N.H.	H. and N.H.	H. and N.H.	N.H.	N.H.	N.H.
	(N=148)	(N=372)	(N=63)	(N=38)	(N=14)	(N=33)	(N=4)	(N=40)
	Percentage Distributions							
Level of School and Type								
Primary and intermediate								
Lower primary only	54.1	39.2	53.9	....	....	....	....	....
Intermediate only	21.6	30.6	22.2	....	....	....	....	....
Primary and intermediate	24.3	30.1	23.8	100.0	100.0	....	....	....
Secondary								
Below Form 4	....	....	....	....	....	3.0	....	....
Forms 1-4	....	....	....	....	....	42.4	50.0	....
Forms 1-5; 1-6	....	....	....	....	....	36.4	....	....
Forms 5-6 only	....	....	....	....	....	....	....	....
Teacher training	....	....	....	....	....	18.2	50.0	....
Trade	....	....	....	....	....	....	....	100.0
Race of School								
African	99.3	99.5	100.0	....	....	100.0	100.0	100.0
African-Somali	.7	.5	....	....	....	....	....	....
Arab	....	....	....	100.0	100.0	....	....	....

TABLE **D1** ---Continued

	African Primary Teachers			Arab Primary Teachers		African Post-Primary Teachers		
						Secondary and Teacher Training		Trade
	Males		Females	Males	Females	Males	Females	Males
	H.	N.H.	H. and N.H.	H. and N.H.	H. and N.H.	N.H.	N.H.	N.H.
	(N=148)	(N=372)	(N=63)	(N=38)	(N=14)	(N=33)	(N=4)	(N=40)
	Percentage Distributions							
Sex Composition of School								
Male only	2.0	6.2	....	42.1	....	81.8	....	....
Female only	1.4	.3	7.9	....	92.9	....	100.0	....
Both sexes	66.9	61.0	63.5	57.9	....	6.1	....	....
NR	29.7	32.5	28.6	....	7.1	12.1	....	100.0
Sponsors of School								
Forestry Conservation Dept.	4.1	1.3	1.6	....	....	....	....	....
Central Gov't. and Regional Ed. Boards	1.4	6.2	4.8	86.8	100.0	48.5	....	100.0
District Ed. Board, Municipal	23.6	23.7	19.0	....	....	....	....	....
Private Board, not mission	8.1	5.9	6.3	....	....	6.1	....	....
Roman Catholic	20.9	22.8	20.6	....	....	24.3	75.0	....
Protestant	28.4	31.2	42.9	....	....	18.2	25.0	....
Muslim	2.0	1.1	....	13.2	....	....	....	....
NR	11.5	7.8	4.8	....	....	....	....	....
Location of School by Province								
Nyanza Non-European	17.6	19.9	22.2	....	....	48.5	25.0	25.0
Nyanza European	4.7	3.2	1.6	....	....	....	....	....
Rift Valley Non-Europ.	8.8	11.0	6.3	....	....	....	....	....
Rift Valley European	18.9	13.4	12.7	....	....	....	....	....
Central Non-European	17.6	13.2	22.2	....	....	30.3	50.0	30.0
Cen. & South. Europ.	12.2	6.2	4.8	....	....	....	....	22.5
Southern Non-European	4.7	9.4	1.6	....	....	3.0	25.0	2.5
Coast	12.2	12.9	17.5	55.3	7.1	12.1	....	20.0
Northern	.7	3.7	....	....	....	....	....	....
Municipalities	2.7	7.0	11.1	44.7	92.9	6.1	....	....

TABLE D2

SCHOOL CHARACTERISTICS FOR TEACHERS AT INDIAN AND GOAN SCHOOLS BY SEX AND TYPE OF POST

	Indian Primary Teachers			Indian Secondary School Teachers		Goan Secondary School Teachers	
	Males		Females	Males	Females	Males	Females
	H.	N.H.	N.H.	H. and N.H.	N.H.	N.H.	N.H.
	(N=18)	(N=134)	(N=71)	(N=106)	(N=39)	(N=20)	(N=10)
	Percentage Distributions						
Level of School and Type							
Primary and intermediate:							
Lower primary only	16.7	1.5	....	....	....	....	....
Intermediate only	....	....	....	....	....	....	....
Primary and intermediate	77.8	81.3	90.1	....	....	....	....
Primary and sec. mixed	5.6	17.2	9.9	4.7	46.2	85.0	100.0
Secondary:							
Below Form 4	....	....	....	....	....	15.0	....
Forms 1-4	....	....	....	67.0	53.8	....	....
Forms 1-5; 1-6	....	....	....	28.3	....	....	....
Forms 5-6 only	....	....	....	....	....	....	....
Teacher training	....	....	....	....	....	....	....
Trade	....	....	....	....	....	....	....
Race of School							
Asian	94.4	100.0	98.6	100.0	100.0	25.0	20.0
Goan	....	....	1.4	....	....	75.0	80.0
Mixed	5.6	....	....	....	....	....	....
Sex Composition of School							
Male only	22.1	27.6	33.8	49.1	....	15.0	....
Female only	5.6	3.0	16.9	2.8	76.9	....	10.0
Both sexes	72.3	64.9	49.3	40.6	23.1	75.0	80.0
NR	....	4.5	....	7.5	....	10.0	10.0

TABLE D2 --Continued

	Indian Primary Teachers			Indian Secondary School Teachers		Goan Secondary School Teachers	
	Males		Females	Males	Females	Males	Females
	H.	N.H.	N.H.	H. and N.H.	N.H.	N.H.	N.H.
	(N=18)	(N=134)	(N=71)	(N=106)	(N=39)	(N=20)	(N=10)
	Percentage Distributions						
Sponsors of School							
Central Gov't. and Regional Ed. Boards	55.6	70.1	49.3	78.3	56.4	15.0	....
District Ed. Board, Municipal	....	3.0	7.0	....	....	....	....
Private Board, not mission	44.4	19.4	18.3	18.9	43.6	....	90.0
Roman Catholic	....	.7	2.8	....	....	85.0	10.0
Protestant	....	.7	11.3	2.8	....	....	....
Muslim	....	6.0	11.2	....	....	....	....
Location of School by Province							
Nyanza Non-European	16.7	5.2	2.8	....	....	....	....
Nyanza European	....	1.5	....	....	....	....	....
Rift Valley Non-European	5.6	....	....	....	....	....	....
Rift Valley European	11.1	17.2	8.5	6.6	7.7	....	....
Central Non-European	5.6	6.0	....	....	....	....	....
Central and Southern European	....	.7	....	....	....	10.0	10.0
Southern Non-European	11.1	....	....	....	....	....	....
Coast	....	1.5	....	....	....	....	....
Northern	....	....	....	....	....	....	....
Municipalities	50.0	....	88.7	93.4	92.3	90.0	90.0

TABLE D3

SCHOOL CHARACTERISTICS FOR EUROPEAN TEACHERS AT EUROPEAN AND AFRICAN SCHOOLS BY SEX AND TYPE OF POST

	Primary Teachers at European Schools		Secondary Teachers at European Schools		Secondary Teachers at African Schools			Teachers in African Trade Schools
	Males	Females	Males	Females	Males		Females	Males
	H. and N.H.	N.H.	H. and N.H.	N.H.	H.	N.H.	H. and N.H.	H. and N.H.
	(N=16)	(N=20)	(N=15)	(N=46)	(N=12)	(N=40)	(N=26)	(N=15)
	Percentage Distributions							
Level of School and Type								
Primary and intermediate								
Lower primary only	....	5.0	....	....	....	....	....	....
Intermediate only	....	....	....	....	....	....	....	....
Primary and intermediate	100.0	95.0	....	....	....	....	....	....
Pre-secondary	....	....	26.7	4.3	....	....	3.8	....
Secondary								
Below Form 4	....	....	....	....	8.3	2.5	3.8	....
Forms 1-4	....	....	6.7	13.0	25.0	45.0	69.2	....
Forms 1-5; 1-6	....	....	66.7	82.6	25.0	45.0	3.8	....
Forms 5-6 only	....	....	....	....	....	....	....	....
Teacher training	....	....	....	....	41.7	7.5	19.2	....
Trade	....	....	....	....	....	....	....	100.0
Race of School								
European	100.0	95.0	100.0	100.0	....	....	....	....
Mixed	....	5.0	....	....	....	....	....	....
African	....	....	....	....	100.0	100.0	100.0	100.0

TABLE D3 --Continued

	Primary Teachers at European Schools		Secondary Teachers at European Schools		Secondary Teachers at African Schools			Teachers in African Trade Schools
	Males	Females	Males	Females	Males		Females	Males
	H. and N.H.	N.H.	H. and N.H.	N.H.	H.	N.H.	H. and N.H.	H. and N.H.
	(N=16)	(N=20)	(N=15)	(N=46)	(N=12)	(N=40)	(N=26)	(N=15)
	Percentage Distributions							
Sex Composition of School								
Male only	6.3	....	40.0	2.2	83.3	95.0	38.5	....
Female only	....	....	46.7	95.7	....	2.5	53.8	....
Both sexes	93.8	95.0	....	....	8.3	....	3.8	....
NR	....	5.0	13.3	2.2	8.3	2.5	3.8	100.0
Sponsors of School								
Central government	56.3	65.0	73.3	95.7	25.0	32.5	34.6	100.0
Private (not mission)	12.5	5.0	13.3	2.2	8.3	20.0	....	....
Roman Catholic	....	....	13.3	2.2	41.7	22.5	30.8	....
Protestant	6.3	20.0	....	....	25.0	25.0	34.6	....
NR	25.0	10.0	....	....	....	....	....	....
ocation of School by rovince								
Nyanza Non-European	....	....	....	....	66.7	60.0	36.4	26.7
Nyanza European	13.3	45.0	....	....	....	....	....	....
Rift Valley Non-European	....	....	....	....	....	....	....	....
Rift Valley European	66.7	40.0	40.0	26.1	....	....	....	....
Central Non-European	....	....	....	....	8.3	27.5	13.6	73.3
Central and Southern European	....	....	....	....	....	....	....	....
Southern Non-European	....	....	....	....	....	5.0	36.4	....
Coast	....	....	....	....	....	....	4.5	....
Northern	....	....	....	....	....	....	....	....
Municipalities	26.7	15.0	60.0	73.9	25.0	7.5	9.1	....

TABLE D4

TEACHING EXPERIENCE OF ALL TEACHERS AT AFRICAN AND ARAB PRIMARY SCHOOLS AND OF AFRICAN TEACHERS AT AFRICAN POST-PRIMARY SCHOOLS BY SEX AND TYPE OF POST

	African Primary Teachers			Arab Primary Teachers		African Post-Primary Teachers		
						Secondary and Teacher Training		Trade
	Males		Females	Males	Females	Males	Females	Males
	H.	N.H.	H. and N.H.	H. and N.H.	H. and N.H.	N.H.	N.H.	N.H.
	(N=148)	(N=372)	(N=63)	(N=38)	(N=14)	(N=33)	(N=4)	(N=40)
	Percentage Distributions							
Levels and Types of Classes Teaching								
Primary:								
Standard IV and lower	59.5	42.5	63.5	42.1	71.4	....	....	....
Some above IV as well as below	10.8	10.8	12.7	26.3	21.4	....	....	....
Standards V-VIII only	28.4	41.9	23.8	28.9	7.1	....	25.0	....
Standards and Sec. forms	....	....	....	....	....	....	25.0	....
Secondary and Teacher Training:								
Forms 1-3 (T4, T3)	....	....	....	....	....	....	25.0	....
Forms 1-4 (T2)	....	....	....	....	....	33.3	25.0	....
Forms 1-6	....	....	....	....	....	57.6	....	....
Forms 5-6 only (KT1)	....	....	....	....	....	9.1	....	....
Technical and Trade	....	....	....	....	....	....	....	100.0
NR	1.4	4.8	....	2.6	....	....	....	....

TABLE D4 --continued

	African Primary Teachers			Arab Primary Teachers		African Post-Primary Teachers		
						Secondary and Teacher Training		Trade
	Males		Females	Males	Females	Males	Females	Males
	H.	N.H.	H. and N.H.	H. and N.H.	H. and N.H.	N.H.	N.H.	N.H.
	(N=148)	(N=372)	(N=63)	(N=38)	(N=14)	(N=33)	(N=4)	(N=40)
	Percentage Distributions							
Teaching Experience--Total								
Number of years:								
1 or less	4.7	19.9	22.2	7.9	7.1	21.3	75.0	15.0
More than 1-2	7.4	12.1	12.7	5.3	14.3	24.2	....	7.5
3-4	14.9	18.5	23.8	10.5	21.4	27.3	25.0	22.5
5-9	35.1	28.5	22.2	42.1	21.4	3.0	....	30.0
10-14	18.9	11.6	12.7	15.8	7.1	24.2	....	10.0
15-19	12.2	5.1	4.8	5.3	....	....	....	10.0
20-24	2.7	2.2	....	5.3	14.3	....	....	2.5
25+	1.4	1.3	1.6	5.3	14.3	....	....	2.5
NR	2.7	.8	....	2.6	....	....	....	....
Teaching Experience--Kenya								
Number of years:								
1 or less	20.3	40.0	41.3	21.0	7.1	33.3	25.0	15.0
More than 1-2	14.2	16.7	19.0	21.1	14.3	33.3	50.0	10.0
3-4	16.2	12.4	7.9	18.4	21.4	18.2	....	27.5
5-9	14.9	5.6	6.3	15.8	35.7	12.1	25.0	22.5
10-14	4.1	1.3	6.3	2.6	14.3	....	....	7.5
15-19	....	1.1	....	....	7.1	....	....	10.0
20-24	....	.5	1.6	....	....	....	....	....
25+	....	.5	....	....	....	....	....	2.5
NR	30.4	21.8	17.5	21.1	....	3.0	....	5.0

TABLE **D4** --Continued

	African Primary Teachers			Arab Primary Teachers		African Post-Primary Teachers		
						Secondary and Teacher Training		Trade
	Males		Females	Males	Females	Males	Females	Males
	H.	N.H.	H. and N.H.	H. and N.H.	H. and N.H.	N.H.	N.H.	N.H.
	(N=148)	(N=372)	(N=63)	(N=38)	(N=14)	(N=33)	(N=4)	(N=40)
	Percentage Distributions							
Teaching Experience--Present School								
Number of years:								
1 or less	20.3	40.0	41.3	21.0	7.1	33.3	75.0	15.0
More than 1-2	14.2	16.7	19.0	21.1	14.3	33.3	....	10.0
3-4	16.2	12.4	7.9	18.4	21.4	18.2	25.0	27.5
5-9	14.9	5.6	6.3	15.8	35.7	12.1	....	22.5
10-14	4.1	1.3	6.3	2.6	14.3	....	....	7.5
15-19	....	1.1	....	....	7.1	....	....	10.0
20-24	....	.5	....	....	....	....	....	....
25+	....	.5	....	....	....	....	....	2.5
NR	30.4	21.8	17.5	21.1	....	3.0	....	5.0

TABLE D5

TEACHING EXPERIENCE OF TEACHERS AT INDIAN AND GOAN SCHOOLS BY SEX AND TYPE OF POST

	Indian Primary Teachers			Indian Secondary School Teachers		Goan Secondary School Teachers	
	Males		Females	Males	Females	Males	Females
	H.	N.H.	N.H.	H. and N.H.	N.H.	N.H.	N.H.
	(N=18)	(N=134)	(N=71)	(N=106)	(N=39)	(N=20)	(N=10)
	Percentage Distribution						
Levels and type of classes teaching							
Primary							
Standard IV and lower	....	23.9	60.6	....	12.8	....	20.0
Some above IV as well as below	38.9	17.9	15.5	....	2.6	10.0	....
Standards V-VIII only	55.6	53.7	19.7	0.9	20.5	5.0	40.0
Standards and Sec. Forms	5.6	2.2	2.8	....	2.6	10.0	20.0
Secondary and teacher training:							
Forms 1-3 (T4, T3)	....	0.7	1.4	27.4	23.1	20.0	10.0
Forms 1-4 (T2)	....	0.7	....	57.5	35.9	55.0	10.0
Forms 1-6	....	....	....	10.4	....	....	....
Forms 5-6 only (KT1)	....	....	....	1.9	....	....	....
Technical and Trade	....	....	....	....	....	....	....
NR	....	0.7	....	1.9	2.6	....	....
Teaching experience--total							
Number of years:							
1 or less	5.6	8.2	19.7	4.7	....	5.0	....
More than 1-2	....	10.4	11.3	3.8	17.9	10.0	....
3-4	....	17.2	16.9	8.5	12.8	10.0	30.0
5-9	16.7	24.6	26.8	22.6	20.5	30.0	10.0
10-14	16.7	14.2	14.1	29.2	20.5	25.0	20.0
15-19	16.7	11.2	4.2	16.0	5.1	15.0	30.0
20-24	22.1	6.0	5.6	4.7	2.6	5.0	10.0
25+	22.1	8.2	1.4	10.4	15.4	....	....
NR	....	....	....	....	5.1	....	....

TABLE D5 --Continued

	Indian Primary Teachers			Indian Secondary School Teachers		Goan Secondary School Teachers	
	Males		Females	Males	Females	Males	Females
	H.	N.H.	N.H.	H. and N.H.	N.H.	N.H.	N.H.
	(N=18)	(N=134)	(N=71)	(N=106)	(N=39)	(N=20)	(N=10)
	Percentage Distribution						
Teaching experience--Kenya							
Number of years							
1 or less	5.6	9.7	22.5	6.6	5.1	10.0	10.0
More than 1-2	11.1	9.7	12.7	7.5	15.4	15.0	10.0
3-4	....	19.4	18.3	10.4	17.9	15.0	20.0
5-9	22.1	29.9	25.4	31.1	28.2	40.0	10.0
10-14	16.7	13.4	12.7	30.2	17.9	20.0	20.0
15-19	27.8	11.2	4.2	7.5	....	....	20.0
20-24	....	3.7	4.2	1.9	5.1	....	10.0
25+	16.7	2.2	....	4.7	5.1	....	....
NR	....	0.7	....	....	5.1	....	....
Teaching experience--present school							
Number of years							
1 or less	33.2	19.4	29.6	17.0	12.8	10.0	10.0
More than 1-2	11.1	20.1	14.1	18.9	20.5	15.0	10.0
3-4	27.8	24.6	26.8	17.9	20.5	15.0	30.0
5-9	27.8	20.1	16.9	20.8	17.9	45.0	20.0
10-14	....	6.7	7.0	14.2	12.8	15.0	10.0
15-19	....	3.0	2.8	3.8	5.1	....	10.0
20-24	....	2.2	2.8	....	....	....	....
25+	....	0.7	....	....	2.6	....	....
NR	....	3.0	....	7.5	7.7	....	10.0

TABLE D6

TEACHING EXPERIENCE OF EUROPEAN TEACHERS AT EUROPEAN AND AFRICAN SCHOOLS BY SEX AND TYPE OF POST

	Primary Teachers at European Schools		Secondary Teachers at European Schools		Secondary Teachers at African Schools			Teachers in Africa Trade Schools
	Males	Females	Males	Females	Males		Females	Males
	H. and N.H.	N.H.	H. and N.H.	N.H.	H.	N.H.	H. and N.H.	H. and N.H.
	(N=16)	(N=20)	(N=15)	(N=46)	(N=12)	(N=40)	(N=26)	(N=15)
	Percentage Distributions							
Levels and Types of Classes Teaching								
Primary:								
Standard IV and lower	6.3	55.0	....	2.2	....	....	....	....
Some above IV as well as below	18.8	20.0	....	....	....	....	....	....
Standards V-VIII only	62.5	25.0	....	....	....	....	....	....
Standards and Sec. forms	6.3	....	26.7	2.2	....	....	11.5	....
Secondary and Teacher Training:								
Forms 1-3 (T4, T3)	....	....	....	6.5	50.0	17.5	34.6	....
Forms 1-4 (T2)	....	....	26.7	17.4	25.0	42.5	53.8	....
Forms 1-6	....	....	46.7	67.4	16.7	37.5	....	....
Forms 5-6 only (KT1)	....	....	....	4.3	....	2.5	....	....
Technical and Trade	....	....	....	....	....	....	....	....
NR	6.3	....	....	....	8.3	....	....	100.0

TABLE D6 --Continued

	Primary Teachers at European Schools		Secondary Teachers at European Schools		Secondary Teachers at African Schools			Teachers in Africa Trade Schools
	Males	Females	Males	Females	Males		Females	Males
	H. and N.H.	N.H.	H. and N.H.	N.H.	H.	N.H.	H. and N.H.	H. and N.H.
	(N=16)	(N=20)	(N=15)	(N=46)	(N=12)	(N=40)	(N=26)	(N=15)
	Percentage Distributions							
Teaching Experience--Total								
Number of years:								
1 or less	....	....	....	2.2	....	2.5	7.2	6.7
More than 1-2	....	5.0	....	....	....	15.0	11.5	6.7
3-4	6.3	5.0	....	8.7	....	20.0	19.2	6.7
5-9	12.5	35.0	20.0	17.4	8.3	30.0	26.9	40.0
10-14	18.8	25.0	33.3	17.4	33.3	15.0	15.4	20.0
15-19	31.3	15.0	6.7	19.6	16.7	12.5	3.8	13.3
20-24	12.5	5.0	....	13.0	8.3	....	7.7	....
25+	18.8	10.0	40.0	17.4	33.3	5.0	7.7	....
NR	....	....	....	4.3	....	....	....	6.7
Teaching Experience--Kenya								
Number of years:								
1 or less	12.5	20.0	6.7	13.0	25.0	27.5	34.6	6.7
More than 1-2	12.5	10.0	20.0	13.0	8.3	20.0	11.5	13.3
3-4	....	15.0	6.7	19.6	25.0	30.0	30.8	13.3
5-9	37.5	45.0	33.3	8.7	8.3	7.5	11.5	46.7
10-14	25.0	5.0	20.0	21.7	25.0	5.0	7.7	6.7
15-19	12.5	5.0	....	15.2	....	5.0	3.8	6.7
20-24	....	....	....	4.3	....	....	....	....
25+	....	....	13.3	2.2	8.3	5.0	....	....
NR	....	....	....	2.2	....	....	....	6.7

TABLE D6 --Continued

	Primary Teachers at European Schools		Secondary Teachers at European Schools		Secondary Teachers at African Schools			Teachers in Africa Trade Schools
	Males	Females	Males	Females	Males		Females	Males
	H. and N.H.	N.H.	H. and N.H.	N.H.	H.	N.H.	H. and N.H.	H. and N.H.
	(N=16)	(N=20)	(N=15)	(N=46)	(N=12)	(N=40)	(N=26)	(N=15)
	Percentage Distributions							
Teaching Experience--Present School								
Number of years:								
1 or less	37.6	40.0	13.4	29.6	41.7	45.0	53.8	33.3
More than 1-2	18.8	15.0	33.3	15.2	16.7	17.5	15.4	6.7
3-4	....	15.0	13.3	23.9	8.3	25.0	19.2	....
5-9	31.3	25.0	33.3	17.4	16.7	5.0	7.7	40.0
10-14	12.5	5.0	6.7	10.9	8.3	....	....	6.7
15-19	....	....	....	10.9	....	2.5	....	6.7
20-24	....	....	....	....	8.3	2.5	....	....
25+	....	....	....	....	....	2.5	....	....
NR	....	....	....	2.2	....	....	3.8	6.7

TABLE D7

SOCIO-ECONOMIC BACKGROUND OF ALL TEACHERS AT AFRICAN AND ARAB PRIMARY SCHOOLS AND OF AFRICAN TEACHERS AT AFRICAN POST-PRIMARY SCHOOLS BY SEX AND TYPE OF POST

	African Primary Teachers			Arab Primary Teachers		African Post-Primary Teachers		
						Secondary and Teacher Training		Trade
	Males		Females	Males	Females	Males	Females	Males
	H.	N.H.	H. and N.H.	H. and N.H.	H. and N.H.	N.H.	N.H.	N.H.
	(N=148)	(N=372)	(N=63)	(N=38)	(N=14)	(N=33)	(N=4)	(N=40)
	Percentage Distributions							
Age of Teachers								
Less than 30 yrs.	53.4	71.2	77.8	57.9	64.2	60.6	75.0	60.0
30 yrs. or more	43.9	26.9	15.9	39.6	35.7	39.5	....	35.0
NR	2.7	1.9	6.3	2.6	....	....	25.0	5.0
Ethnic Origin								
European	....	....	....	....	14.3	....	....	....
Goan	....	....	....	5.3	7.1	....	....	....
Indian	....	....	....	10.5	7.1	....	....	....
Arab	.7	.5	....	84.2	71.4	....	....	....
African								
Hamitic	....	1.1	....	....	....	....	....	....
Nilo-Hamitic	10.8	15.6	11.1	....	....	6.1	....	5.0
Nilotic	6.1	3.8	6.3	....	....	30.3	....	15.0
K. Kuyu	24.3	25.0	28.6	....	....	21.2	....	40.0
Emba	11.5	7.3	4.8	....	....	6.1	50.0	....
Kamba	4.1	6.5	....	....	....	3.0	25.0	7.5
Luyia	29.1	25.8	31.7	....	....	21.2	....	20.0
Kisii	2.0	1.6	....	....	....	....	....	....
Coastal	11.5	12.1	15.8	....	....	12.1	....	12.5
Other African	....	.5	1.6	....	....	....	25.0	....
NR	....	.3	....	....	....	....	....	....

TABLE D7 --Continued

	African Primary Teachers			Arab Primary Teachers		African Post-Primary Teachers		
	Males		Females	Males	Females	Secondary and Teacher Training		Trade
						Males	Females	Males
	H.	N.H.	H. and N.H.	H. and N.H.	H. and N.H.	N.H.	N.H.	N.H.
	(N=148)	(N=372)	(N=63)	(N=38)	(N=14)	(N=33)	(N=4)	(N=40)
	Percentage Distributions							
Civil Status								
Single	19.6	42.7	46.0	15.8	42.9	21.2	100.0	22.5
Married, with wife	51.4	30.9	1.6	52.6	....	69.7	.....	47.5
Married, not with wife	22.3	20.4	3.2	23.7	....	6.1	.....	20.0
Married female or married and NR for wife's residence	5.4	4.6	42.9	2.6	50.0	3.0	.....	5.0
Was married, now single	....	.3	4.8	5.3	7.1	....	.....	5.0
NR	1.4	1.1	1.6	....	....	....	.....	....
Teachers' Level of Schooling								
Com. Intermediate	74.3	76.3	84.1	15.8	28.6	....	....	90.0
Some Secondary	14.2	15.6	11.1	52.6	21.4	27.3	75.0	5.0
Com. Secondary	10.1	7.0	3.2	23.7	28.6	....	....	5.0
Some Higher School	.7	....	....	....	....	9.1	....	....
Com. Higher School	....	.5	....	5.3	7.1	3.0	....	....
Between Sec. and Univ. degree	....	....	....	....	....	9.1	....	....
Between Higher School and Univ. degree	....	....	....	2.6	....	42.4	25.0	.....
Rec'd. Bachelor's degree or M.Ed.	....	....	....	....	....	3.0	....	....
Univ. Higher degree in other than education	....	....	....	....	....	3.0	....	....
NR	.7	.5	1.6	....	14.3	3.0	....	....

TABLE D7 --Continued

	African Primary Teachers			Arab Primary Teachers		African Post-Primary Teachers		
						Secondary and Teacher Training		Trade
	Males		Females	Males	Females	Males	Females	Males
	H.	N.H.	H. and N.H.	H. and N.H.	H. and N.H.	N.H.	N.H.	N.H.
	(N=148)	(N=372)	(N=63)	(N=38)	(N=14)	(N=33)	(N=4)	(N=40)
	Percentage Distributions							
Academic Teacher Training								
None	4.1	21.5	19.0	36.8	50.0	12.1	25.0	90.0
Some	95.3	77.7	79.4	63.2	42.9	87.9	75.0	10.0
NR	.7	.8	1.6	....	7.1	....	....	....
Father's Education								
No education	55.4	54.0	30.2	39.5	21.4	39.4	50.0	52.5
Primary								
Some	16.2	17.2	20.7	15.8	14.3	27.2	25.0	22.5
Completed	9.5	14.0	25.4	2.6	7.1	12.1	....	7.5
Intermediate								
Some	6.8	5.1	6.3	....	....	15.2	....	10.0
Completed	.7	2.4	11.1	7.9	7.1	....	....	2.5
Secondary								
Some	....	.5	3.2	2.6	....	....	....	....
Completed	....	....	....	10.5	21.4	....	....	....
Beyond Secondary	.7	....	....	2.6	14.3	....	25.0	....
NR	10.8	6.7	3.2	18.4	14.3	6.1	....	5.0
Mother's Education								
No education	69.6	74.5	49.2	71.1	50.0	66.7	75.0	65.0
Primary								
Some	11.5	10.5	23.8	13.2	7.1	18.2	....	22.5
Completed	5.4	7.3	15.9	2.6	7.1	9.1	....	5.0
Intermediate								
Some	1.4	1.1	3.2	....	14.3	....	....	....
Completed	....	....	3.2	5.3	14.3	3.0	....	2.5

TABLE D7 -Continued

	African Primary Teachers			Arab Primary Teachers		African Post-Primary Teachers		
						Secondary and Teacher Training		Trade
	Males		Females	Males	Females	Males	Females	Males
	H.	N.H.	H. and N.H.	H. and N.H.	H. and N.H.	N.H.	N.H.	N.H.
	(N=148)	(N=372)	(N=63)	(N=38)	(N=14)	(N=33)	(N=4)	(N=40)
	Percentage Distributions							
Secondary								
Some	....	.3	....	....	7.1	....	....	....
Completed	....	....	....	....	....	....	25.0	....
Beyond Secondary	....	....	....	2.6	....	....	....	....
NR	12.2	6.5	4.8	5.3	....	3.0	....	5.0
Father's Occupation								
Level (from high to low):								
1	1.4	....	....	5.3	28.6	....	25.0	....
2	9.5	7.3	9.5	18.4	28.6	3.0	....	5.0
3	14.9	20.2	25.4	31.6	21.4	27.3	25.0	27.5
4	16.2	17.5	19.0	26.3	14.3	27.3	50.0	10.0
5	45.3	45.7	34.9	2.6	....	27.3	....	30.0
Unclassifiable	....	....	....	....	....	....	....	....
NR	12.8	9.4	11.1	15.8	7.1	15.2	....	27.5
Type:								
Medical	7.0	.5	3.2	....	....	3.0	....	5.0
Social, political, religious	4.1	3.0	6.3	5.3	....	6.1	....	2.5
Scient., tech. and mech.	4.1	4.6	3.2	5.3	7.1	3.0	25.0	5.0
Agricultural	54.1	55.6	42.9	15.8	7.1	42.4	25.0	47.5
Commercial, admin., clerical	12.2	14.2	14.3	42.1	57.1	12.1	25.0	7.5
Educational	2.0	1.3	9.5	2.6	....	....	25.0	2.5
Military & police	4.1	1.9	....	5.3	7.1	....	....	....
Artisans	6.1	9.4	9.5	7.9	14.3	18.2	....	2.5
NR and unclassifiable	12.8	9.4	11.1	15.8	7.1	15.2	....	27.5

TABLE D7 --Continued

	African Primary Teachers			Arab Primary Teachers		African Post-Primary Teachers		
	Males		Females	Males	Females	Secondary and Teacher Training		Trade
						Males	Females	Males
	H.	N.H.	H. and N.H.	H. and N.H.	H. and N.H.	N.H.	N.H.	N.H.
	(N=148)	(N=372)	(N=63)	(N=38)	(N=14)	(N=33)	(N=4)	(N=40)
	Percentage Distributions							
Father's Employer								
Self-employed	52.0	57.8	50.8	52.6	57.1	....	50.0	52.5
A farmer	13.5	8.6	11.1	....	....	....	....	7.5
Government	16.2	17.2	19.0	10.5	21.4	....	25.0	20.0
Private business	....	1.6	....	5.3	21.4	....	....	....
Religious group	7.4	6.2	1.6	2.6	....	....	....	5.0
Government Economic agencies	0.7	1.6	....	7.9	....	....	25.0	5.0
Miscellaneous	2.0	1.1	....	7.9	....	....	....	....
NR	8.1	5.9	4.8	13.2	....	....	....	10.0
Father Ever a Teacher?								
Yes	13.5	10.5	28.6	13.2	....	21.2	25.0	7.5
No	83.8	86.0	66.7	86.8	92.9	78.8	75.0	92.5
NR	2.7	3.5	4.8	....	7.1	....	....	....
Mother Ever a Teacher?								
Yes	2.7	1.9	12.7	5.2	....	6.1	25.0	....
No	92.6	95.2	82.5	94.7	100.0	93.9	75.0	100.0
NR	4.7	3.0	4.8	....	....	....	....	....

TABLE D8

SOCIO-ECONOMIC BACKGROUND OF TEACHERS AT INDIAN AND GOAN SCHOOLS BY SEX AND TYPE OF POST

	Indian Primary Teachers			Indian Secondary School Teachers		Goan Secondary School Teachers	
	Males		Females	Males	Females	Males	Females
	H.	N.H.	N.H.	N. and N.H.	N.H.	N.H.	N.H.
	(N=18)	(N=134)	(N=71)	(N=106)	(N=39)	(N=20)	(N-10)
	Percentage Distributions						
Age of Teachers							
Less than 30 yrs.	11.2	49.2	69.0	26.4	46.1	35.0	40.0
30 years or more	83.4	49.2	28.2	73.7	53.8	60.0	50.0
NR	5.6	1.5	2.8	....	....	5.0	10.0
Ethnic Origin							
European	....	.7	7.0	6.6	25.6	....	....
Goan	....	2.2	5.6	9.4	7.7	100.0	90.0
Indian	100.0	95.5	86.3	83.9	66.7	....	10.0
Arab	....	1.5	....	....	....	....	....
NR	....	....	....	....	....	....	....
Civil Status							
Single	5.6	29.9	35.2	10.4	20.5	65.0	50.0
Married, with wife	61.1	27.6	1.4	49.1	....	10.0	....
Married, not with wife	27.8	29.9	....	32.1	....	20.0	....
Married female or married and NR for wife's residence	5.6	10.4	57.7	7.5	69.2	5.0	40.0
Was married, now single	....	1.5	5.6	.9	10.3	....	10.0
NR	....	.7	....	....	....	....	....

TABLE D8 --Continued

	Indian Primary Teachers			Indian Secondary School Teachers		Goan Secondary School Teachers	
	Males		Females	Males	Females	Males	Females
	H.	N.H.	N.H.	N. and N.H.	N.H.	N.H.	N.H.
	(N=18)	(N=134)	(N=71)	(N=106)	(N=39)	(N=20)	(N=10)
	Percentage Distributions						
Teachers' Level of Schooling							
Com. Intermediate	....	3.0	....	.9	....	....	....
Some Secondary	....	2.2	5.6	....	7.7	....	....
Com. Secondary	38.9	47.0	81.7	6.6	38.5	25.0	70.0
Some Higher School	11.1	4.5	2.8	....	5.1	....	....
Com. Higher School	....	12.7	....	1.9	7.7	....	....
Between Sec. and Univ. degree	....	1.5	1.4	....	2.6	....	....
Between Higher School and Univ. degree	....	1.5	....	4.7	....	60.0	....
Rec'd. Bachelor's degree or M.Ed.	50.0	24.6	4.2	68.9	33.3	....	20.0
Univ. Higher degree in other than education	....	2.2	....	17.0	2.6	15.0	10.0
NR	....	.7	4.2	....	2.6	....	....
Academic Teacher Training							
None	55.6	35.8	26.8	46.2	53.8	35.0	20.0
Some	44.4	63.4	69.0	53.8	43.6	65.0	80.0
NR	....	.7	4.2	....	2.6	....	....

TABLE **D8** --Continued

	Indian Primary Teachers			Indian Secondary School Teachers		Goan Secondary School Teachers	
	Males		Females	Males	Females	Males	Females
	H.	N.H.	N.H.	N. and N.H.	N.H.	N.H.	N.H.
	(N=18)	(N=134)	(N=71)	(N=106)	(N=39)	(N=20)	(N=10)
	Percentage Distributions						
Father's Education							
No education	11.1	14.9	8.5	7.5	2.6	5.0	....
Primary							
Some	....	3.0	1.4	....	2.6	....	....
Completed	11.1	5.2	2.8	3.8	2.6	15.0	10.0
Intermediate							
Some	16.7	11.2	8.5	6.6	10.3	25.0	....
Completed	22.1	17.2	7.0	17.9	7.7	....	30.0
Secondary							
Some	5.6	4.5	4.2	6.6	12.8	20.0	....
Completed	16.7	29.1	42.3	35.8	41.0	20.0	60.0
Beyond secondary	16.7	9.7	16.9	17.9	10.3	5.0	....
NR	....	5.2	8.5	3.8	10.3	10.0	....
Mother's Education							
No education	33.3	50.7	25.4	44.3	20.5	15.0	....
Primary							
Some	11.1	8.2	31.3	4.7	10.2	5.0	....
Completed	16.7	9.7	8.5	9.4	7.7	40.0	....
Intermediate							
Some	11.1	11.2	15.5	14.2	5.1	15.0	10.0
Completed	22.1	12.7	15.5	12.3	7.7	10.0	10.0
Secondary							
Some	....	1.5	2.8	3.8	17.9	10.0	10.0
Completed	5.6	2.2	8.5	6.6	10.3	5.0	40.0
Beyond secondary	....	.7	4.2	.9	2.6	....	10.0
NR	....	3.0	8.5	3.8	17.9	....	20.0

TABLE **D8** --Continued

	Indian Primary Teachers			Indian Secondary School Teachers		Goan Secondary School Teachers	
	Males		Females	Males	Females	Males	Females
	H.	N.H.	N.H.	N. and N.H.	N.H.	N.H.	N.H.
	(N=18)	(N=134)	(N=71)	(N=106)	(N=39)	(N=20)	(N=10)
	Percentage Distributions						
Father's Occupation							
Level (from high to low):							
1	27.8	9.2	16.9	20.8	28.2	....	....
2	27.8	32.8	33.8	25.5	28.2	35.0	40.0
3	33.3	44.0	40.8	42.5	25.6	60.0	50.0
4	11.1	10.4	7.0	2.8	7.7	5.0	....
5	....	.7	....	....	....	....	....
Unclassifiable	....	....	....	....	....	....	....
NR	....	3.0	1.4	8.5	10.3	....	10.0
Type:							
Medical	....	.7	....	.9	....	....	....
Social, political, religious	....	.7	1.4	2.8	2.6	....	....
Scient., tech. and mech.	5.6	9.0	9.9	10.4	10.3	10.0	20.0
Agricultural	33.3	19.4	2.8	13.2	5.1	5.0	....
Commercial, admin. & clerical	38.9	39.6	70.4	37.7	59.0	65.0	70.0
Educational	11.1	9.7	5.6	9.4	....	5.0	....
Military & police	....	2.2	2.8	3.8	2.6	....	....
Artisans	11.1	15.7	5.6	13.2	10.3	15.0	....
NR and unclassifiable	....	3.0	1.4	8.5	10.3	....	10.0

TABLE D8 --Continued

	Indian Primary Teachers			Indian Secondary School Teachers		Goan Secondary School Teachers	
	Males		Females	Males	Females	Males	Females
	H.	N.H.	N.H.	N. and N.H.	N.H.	N.H.	N.H.
	(N=18)	(N=134)	(N=71)	(N=106)	(N=39)	(N=20)	(N=10)
	Percentage Distributions						
Father's Employer							
Self-employed	83.3	43.3	36.6	38.7	33.3	10.0	20.0
A farmer	....	....	....	.9	....	....	....
Government	11.1	25.4	19.7	25.5	20.5	45.0	50.0
Private business	....	15.7	16.9	11.3	17.9	35.0	10.0
Religious group	....	.7	....	1.9	2.6	5.0	....
Government economic agencies	5.6	11.2	11.3	13.2	12.8	....	20.0
Miscellaneous	....	1.5	8.5	7.5	10.3	....	....
NR	....	2.2	7.0	.9	2.6	5.0	....
Father Ever a Teacher?							
Yes	22.2	17.2	12.6	17.9	7.8	5.0	20.0
No	77.8	82.1	85.9	81.1	89.7	95.0	80.0
NR	....	.7	1.4	.9	2.6	....	....
Mother Ever a Teacher?							
Yes	....	2.9	12.6	3.7	12.9	....	20.0
No	100.0	95.5	85.9	93.4	84.6	100.0	80.0
NR	....	1.5	1.4	2.8	2.6	....	....

TABLE D9

SOCIO-ECONOMIC BACKGROUND OF EUROPEAN TEACHERS AT EUROPEAN AND AFRICAN SCHOOLS BY SEX AND TYPE OF POST

	Primary Teachers at European Schools		Secondary Teachers at European Schools		Secondary Teachers at African Schools			Teachers in Africa Trade Schools
	Males	Females	Males	Females	Males		Females	Males
	H. and N.H.	N.H.	H. and N.H.	N.H.	H	N.H.	H. and N.H.	H. and N.H.
	(N=16)	(N=20)	(N=15)	(N=46)	(N=12)	(N=40)	(N=26)	(N=15)
	Percentage Distribution							
Age of teachers								
Less than 30 years	12.5	35.0	....	19.5	....	35.0	49.9	13.3
30 years or more	87.6	60.0	100.0	73.9	100.0	62.5	46.1	86.7
N.R.	....	5.0	....	6.5	....	2.5	3.8	....
Ethnic origin								
European								
Unspecified	....	....	....	4.3	....	2.5	50.0	....
British Isles	93.8	100.0	20.0	89.1	25.0	72.5	23.1	86.7
Other English speaking	....	....	66.7	2.2	33.3	17.5	15.4	6.7
Scandinavian, German, Dutch, Swiss	6.3	....	....	2.2	33.3	7.5	....	....
Italian, Greek, Czech, Spanish, French	....	....	....	....	....	....	....	....
Afrikaner	....	....	13.3	2.2	....	....	....	....
Non-European								
Benta	....	....	....	....	....	....	7.7	....
Goan	....	....	....	....	....	....	3.8	....
Civil status								
Single	31.3	40.0	20.0	52.2	50.0	40.0	69.2	6.7
Married, with wife	56.3	5.0	40.0	2.2	41.7	55.0	....	93.3
Married, not with wife	....	....	13.3	....	8.3	....	....	....
Married female or married & NR for wife's residence	12.5	45.0	13.3	28.3	....	....	30.8	....
Was married, now single	....	10.0	13.3	15.2	....	2.5	....	....
NR	....	....	....	2.2	....	2.5	....	....

TABLE D9 --Continued

	Primary Teachers at European Schools		Secondary Teachers at European Schools		Secondary Teachers at African Schools			Teachers in Africa Trade Schools
	Males	Females	Males	Females	Males		Females	Males
	H. and N.H.	N.H.	H. and N.H.	N.H.	H	N.H.	H. and N.H.	H. and N.H.
	(N=16)	(N=20)	(N=15)	(N=46)	(N=12)	(N=40)	(N=26)	(N=15)
	Percentage Distribution							
Teachers' level of schooling								
Completed intermed.	....	5.0	....	....	....	....	....	6.7
Some secondary	....	....	....	13.0	....	....	....	....
Completed secondary	37.5	60.0	13.3	....	8.3	....	7.7	33.3
Some higher school	....	10.0	....	....	8.3	....	....	....
Com. higher school	6.3	....	6.7	....	....	....	3.8	....
Between sec. and university degree	6.3	5.0	....	....	8.3	....	3.8	....
Between higher school & university degree	18.8	5.0	....	4.3	....	2.5	3.8	13.3
Recd. Bachelor's degree or M.Ed.	12.5	10.0	53.3	58.7	58.3	65.0	57.7	26.7
Univ. higher degree in other than education	18.8	....	26.7	19.6	16.7	32.5	23.1	....
NR	....	5.0	....	4.3	....	....	....	20.0
Academic teacher training								
None	43.8	15.0	46.7	23.9	16.7	22.5	42.3	93.3
Some	56.2	80.0	53.3	73.9	83.3	77.5	57.7	....
NR	....	5.0	....	2.2	....	....	....	6.7

TABLE D9 --Continued

	Primary Teachers at European Schools		Secondary Teachers at European Schools		Secondary Teachers at African Schools			Teachers in Africa Trade Schools
	Males	Females	Males	Females	Males		Females	Males
	H. and N.H.	N.H.	H. and N.H.	N.H.	H	N.H.	H. and N.H.	H. and N.H.
	(N=16)	(N=20)	(N=15)	(N=46)	(N=12)	(N=40)	(N=26)	(N=15)
	Percentage Distribution							
Father's education								
No education	....	....	6.7	....	....	....	....	...
Primary								
Some	....	....	....	.....	....	2.5	....	....
Completed	....	....	....	....	....	....	....	.....
Intermediate								
Some	....	....	13.3	4.3	....	....	....	6.7
Completed	25.0	10.0	6.7	4.3	33.3	35.0	34.6	46.7
Secondary								
Some	....	5.0	....	8.7	33.3	15.0	11.5	....
Completed	31.3	35.0	26.7	23.9	25.0	27.5	15.4	13.3
Beyond Secondary	25.0	30.0	13.3	47.8	....	15.0	38.5	....
NR	18.8	20.0	33.3	10.9	8.3	5.0	....	33.3
Mother's education								
No education	....	....	....	....	....	....	....	6.7
Primay								
Some	....	....	....	....	....	....	....	....
Completed	....	....	13.3	....	....	....	....	....
Intermediate								
Some	....	....	13.3	2.2	....	12.5	3.8	....
Completed	20.0	15.0	6.7	10.9	41.7	35.0	30.8	40.0
Secondary								
Some	20.0	10.0	....	15.2	25.0	5.0	15.4	....
Completed	40.0	25.0	13.3	39.1	33.3	30.0	34.6	6.7
Beyond Secondary	....	20.0	6.7	10.9	....	5.0	11.5	....
NR	20.0	30.0	47.6	21.7	....	12.5	3.8	46.7

TABLE D9 --Continued

	Primary Teachers at European Schools		Secondary Teachers at European Schools		Secondary Teachers at African Schools			Teachers in African Trade Schools
	Males	Females	Males	Females	Males		Females	Males
	H. and N.H.	N.H.	H. and N.H.	N.H.	H	N.H.	H. and N.H.	H. and N.H.
	(N=16)	(N=20)	(N=15)	(N=46)	(N=12)	(N=40)	(N=26)	(N=15)
	Percentage Distribution							
Father's occupation								
Level (from high to low)								
1	37.5	30.0	26.7	56.5	8.3	27.5	26.9	6.7
2	25.0	50.0	26.7	28.3	25.0	22.5	38.5	6.7
3	31.3	20.0	33.3	8.7	58.3	37.5	30.8	80.0
4	6.3	....	....	....	....	7.5	....	....
5	....	....	....	....	....	....	....	....
Unclassifiable	....	....	....	....	....	....	....	....
NR	....	....	13.3	6.5	8.3	5.0	3.8	6.7
Type								
Medical	....	....	....	....	....	....	....	....
Social, Political and Religious	....	....	6.7	10.9	16.7	2.5	15.4	....
Scientific, Technical and Mechanical	43.7	30.0	26.7	26.1	16.7	15.0	15.4	40.0
Agricultural	6.3	15.0	6.7	8.7	....	10.0	26.9	....
Commercial, Admin. and Clerical	18.7	10.0	40.0	28.3	25.0	37.5	30.8	46.7
Educational	6.3	5.0	....	10.9	....	2.5	....	....
Military & Police	6.3	20.0	....	2.2	33.3	....	....	....
Artisan	18.7	20.0	6.7	6.5	...	27.5	7.7	6.7
NR and unclassifiable	....	....	13.3	6.5	8.3	5.0	3.8	6.7

TABLE D9 --Continued

	Primary Teachers at European Schools		Secondary Teachersat European Schools		Secondary Teachers at African Schools			Teachers in Africa Trade Schools
	Males	Females	Males	Females	Males		Females	Males
	H. and N.H.	N.H.	H. and N.H.	N.H.	H	N.H.	H. and N.H.	H. and N.H.
	(N=16)	(N=20)	(N=15)	(N=46)	(N=12)	(N=40)	(N=26)	(N=15)
	Percentage Distribution							
Father's employer								
Self-employed	....	20.0	26.7	26.1	50.0	30.0	34.6	26.7
A farmer	....	....	....	....	16.7	....	....	....
Government	31.3	40.0	46.7	19.6	16.7	17.5	11.5	20.0
Private business	37.5	35.0	6.7	28.3	8.3	30.0	23.1	40.0
Religious group	....	....	....	10.9	....	2.5	15.4	....
Governments Economic Agencies	12.5	....	....	2.2	8.3	....	3.8	....
Miscellaneous	12.5	....	....	6.5	....	15.0	7.7	....
NR	6.3	5.0	20.0	6.5	....	5.0	3.8	13.3
Father Ever a Teacher								
Yes	6.3	10.0	6.7	28.3	....	7.5	11.5	....
No	87.5	90.0	80.0	65.2	100.0	90.0	76.9	100.0
NR	6.3	....	13.3	6.5	....	2.5	11.5	....
Mother Ever a Teacher								
Yes	31.4	40.0	6.7	26.0	8.3	17.5	34.6	6.7
No	68.8	60.0	80.0	67.4	91.7	80.0	65.4	93.3
NR	....	....	13.3	6.5	....	2.5	....	....

TABLE D10

EDUCATIONAL UPGRADING OF ALL TEACHERS AT AFRICAN AND ARAB PRIMARY SCHOOLS AND OF AFRICAN TEACHERS AT POST-PRIMARY SCHOOLS BY SEX AND TYPE OF POST

	African Primary Teachers			Arab Primary Teachers		African Post Primary Teachers		
	Males		Females	Males	Females	Secondary and Teacher Training		Trade
						Males	Females	Males
	H.	N.H.	H. and N.H.	H. and N.H.	H. and N.H.	N.H.	N.H.	N.H.
	(N=148)	(N=372)	(N=63)	(N=38)	(N=14)	(N=33)	(N=4)	(N=40
	Percentage Distribution							
Steps toward further education								
None or vague	33.1	33.9	55.6	36.8	28.6	33.3	50.0	32.5
Taking steps at present:								
Trying to get into teacher training or artisan course	23.0	22.3	22.2	5.3	7.1	9.1	....	50.0
Working for KASSE, O or A level examination	18.2	20.2	4.8	21.1	....	45.5	50.0	7.5
Other	6.1	4.8	7.9	2.6	....	3.0	....	....
Took steps in past	12.2	8.3	3.2	21.1	42.9	3.0	....	5.0
NR	7.4	10.5	6.3	13.2	21.4	6.1	....	5.0
Locus and method of current upgrading								
Not applicable	26.4	26.9	50.8	28.9	21.4	33.3	50.0	32.5
Home study only	6.8	5.1	6.3	2.6	....	....	....	....
Correspondence	21.6	24.5	14.3	18.4	7.1	3.0	50.0	22.5
Night or vocation schools	1.4	1.6	....	5.3	21.4	....	....	5.0
For an exam, method not specified	25.0	19.9	15.9	5.3	....	15.2	....	15.0
Applied for scholarship, pending	4.7	6.2	1.6	10.5	....	36.4	....	15.0
Applied for scholarship, unsuccessful[a]	3.4	3.2	....	10.5	14.3	6.1	....	5.0
Applied upgrading, not specific	2.0	1.6	....	5.3	7.1	3.0	....	....
NR	8.8	11.0	11.1	13.2	28.6	3.0	....	5.0

[a] Includes a few cases in which scholarship was awarded but for personal reasons could not be used.

TABLE D11

EDUCATIONAL UPGRADING OF TEACHERS AT INDIAN AND GOAN SCHOOLS BY SEX AND TYPE OF POST

	Indian Primary Teachers			Indian Secondary School Teachers		Goan Secondary School Teachers	
	Males		Females	Males	Females	Males	Females
	H.	N.H.	N.H.	H. and N.H.	N.H.	N.H.	N.H.
	(N=18)	(N=134)	(N=71)	(N=106)	(N=39)	(N=20)	(N=10)
	Percentage Distribution						
Steps toward further education							
None or vague	44.4	45.5	60.6	50.0	48.7	35.0	40.0
Taking steps at present:							
Trying to get into teacher training or artisan course	5.6	7.5	5.6	5.7	7.7	15.0	....
Working for KASSE, O or A level Examination	5.6	21.6	5.6	16.0	5.1	25.0	10.0
Other	....	1.5	1.4	0.9	....	....	20.0
Took steps in past	38.9	14.2	12.7	14.2	38.5	20.0	30.0
NR	5.6	9.7	14.1	13.2	....	5.0	....
Locus and method of current upgrading							
Not applicable	44.4	42.5	56.3	49.1	48.7	35.0	40.0
Home study only	....	2.2	....	....	....	....	10.0
Correspondence	11.1	9.0	4.2	9.4	....	10.0	20.0
Night or vocation schools	22.2	9.7	15.4	5.7	20.5	15.0	10.0
For an exam, method not specified	....	9.7	1.4	5.7	2.6	10.0	....
Applied for scholarship, pending	....	9.7	7.0	8.5	5.1	20.0	....
Applied for scholarship, unsuccessful[a]	16.7	7.5	1.4	7.5	2.6	5.0	20.0
Applied upgrading, not specific	....	0.7	....	0.9	2.6	....	....
NR	5.6	9.0	14.1	13.2	17.9	5.0	....

[a] Includes a few cases in which scholarship was awarded but for personal reasons could not be used.

TABLE D 12

EDUCATIONAL UPGRADING OF EUROPEAN TEACHERS IN EUROPEAN AND AFRICAN SCHOOLS BY SEX AND TYPE OF POST

	Primary Teachers at European Schools		Secondary Teachers at European Schools		Secondary Teachers at African Schools			Teachers in African Trade Schools
	Males	Females	Males	Females	Males		Females	Males
	H. and N.H.	N.H.	H. and N.H.	N.H.	H	N.H.	H. and N.H.	H. and N.H.
	(N=16)	(N=20)	(N=15)	(N=46)	(N=12)	(N=40)	(N=26)	(N=15)
	Percentage Distribution							
Steps toward further education								
None or vague	43.8	65.0	66.7	52.2	66.7	57.5	69.2	50.0
Taking steps at present:								
Trying to get into teacher training or artisan course	....	5.0	....	....	....	....	3.8	26.7
Working for KASSE, O or A level examination	6.3	....	6.7	2.2	8.3	15.0	3.8	6.7
Other	....	....	....	....	....	2.5	....	....
Took steps in past	37.5	25.0	20.0	21.7	16.7	15.0	11.5	6.7
NR	12.5	5.0	6.7	23.9	8.3	10.0	11.5	20.0
Locus and method of current upgrading								
Not applicable	43.8	65.0	66.7	52.2	58.3	55.0	69.2	40.0
Home study only	6.3	....	6.7	....	....	....	....	6.7
Correspondence	12.5	....	....	2.2	16.7	....	3.8	....
Night or vacation schools	18.8	30.0	13.3	21.7	8.3	20.0	11.5	13.3
For an exam, method not specified	....	....	....	....	8.3	2.5	....	6.7
Applied for scholarship, pending	6.3	....	....	....	....	5.0	3.8	6.7
Applied for scholarship, unsuccessful[a]	....	....	6.7	....	....	....	....	....
Applied upgrading, not specific	....	....	....	....	....	7.5	....	6.7
NR	12.5	5.0	6.7	23.9	8.3	10.0	11.5	20.0

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[a] Includes a few cases in which scholarship was awarded but for personal reasons could not be used.

TABLE D13

OCCUPATIONAL PREFERENCES OF ALL TEACHERS AT AFRICAN AND ARAB PRIMARY SCHOOLS AND OF AFRICAN TEACHERS AT POST-PRIMARY SCHOOLS BY SEX AND TYPE OF POST

	African Primary Teachers			Arab Primary Teachers		African Post-Primary Teachers		
	Males		Females	Males	Females	Secondary and Teacher Training		Trade
						Males	Females	Males
	H.	N.H.	H. and N.H.	H. and N.H.	H. and N.H.	N.H.	N.H.	N.H.
	(N=148)	(N=372)	(N=63)	(N=38)	(N=14)	(N=33)	(N=4)	(N=40)
	Percentage Distribution							
Occupation preferred to teaching								
Preferences:								
Level I[a]	1.4	2.2	1.6	2.6	....	36.4	....	5.0
Level II[b]	10.1	8.9	4.8	10.5	....	12.1	....	2.5
Level III[c]	14.2	11.3	7.9	2.6	....	3.0	25.0	7.5
Misc. and unclass.	2.7	3.5	4.8	2.6	....	....	....	2.5
No preference to teaching	61.5	69.1	74.6	81.6	100.0	45.5	75.0	75.0
NR	10.1	5.1	6.3	....	....	3.0	....	7.5
Tried to get a preferrred occupation								
No	61.5	69.4	74.6	81.6	100.0	45.5	75.0	75.0
Yes[d]								
Passive	14.9	12.6	11.1	5.3	....	24.2	....	17.5
Active	10.8	11.3	4.8	10.5	....	27.3	25.0	2.5
Miscellaneous	2.0	0.5	3.2	....	....	....	....	....
NR	10.8	6.2	6.4	2.6	....	3.0	....	5.0

[a] High level occupations: doctors, social scientists, physical scientists, engineers (professional), civil service administrators, top level educational administrators.

[b] Sub-profession and upper-middle level occupations: community development at professional level, journalists, artists, laboratory assistants and technicians (intermediate level), agricultural officers (semi-professional intermediate level), intermediate level local government administrators, intermediate level school administrators, police (intermediate level), intermediate level sub-professional accountants and business.

[c] Lower-middle-level occupations: low level community and medical service, small business proprietors and trade, non-professional preacher, mechanics, and low-level engineering, small farmers, clerical and low level office work, skilled construction and handicraft workers.

TABLE D14

OCCUPATIONAL PREFERENCES OF TEACHERS AT INDIAN AND GOAN SCHOOLS BY SEX AND TYPE OF POST

	Indian Primary Teachers			Indian Secondary School Teachers		Goan Secondary School Teachers	
	Males		Females	Males	Females	Males	Females
	H.	N.H.	N.H.	H. and N.H.	N.H.	N.H.	N.H.
	(N=18)	(N=134)	(N=71)	(N=106)	(N=39)	(N=20)	(N=10)
	Percentage Distribution						
Occupation preferred to teaching							
Preferences:							
Level I[a]	....	6.0	2.8	12.3	5.1	20.0	....
Level II[b]	11.1	3.7	1.4	6.6	2.6	....	10.0
Level III[c]	5.6	3.0	2.8	0.9	....	....	....
Misc. and unclass.	....	3.0	1.4	4.7	5.1	5.0	....
No preference to teaching	77.8	82.1	87.3	68.9	82.1	75.0	80.0
NR	5.6	2.2	4.2	6.6	5.1	....	10.0
Tried to get a preferred occupation							
No	77.8	82.1	88.7	73.6	82.1	75.0	80.0
Yes							
Passive	11.1	12.7	5.6	13.2	7.7	15.0	10.0
Active	5.6	3.0	1.4	9.4	2.6	10.0	....
Miscellaneous	....	....	....	0.9	....	....	....
NR	5.6	2.2	4.2	2.8	7.7	....	10.0

[a] High level occupations: doctors, social scientists, physical scientists, engineers (professional), civil service administrators, top level educational administrators.

[b] Sub-profession and upper-middle level occupations: community development at professional level, journalists, artists, laboratory assistants and technicians (intermediate level), agricultural officers (semi-professional intermediate level), intermediate level local government administrators, intermediate level school administrators, police (intermediate level), intermediate level sub-professional accountants and business.

[c] Lower-middle-level occupations: low level community and medical service, small business proprietors and trade, non-professional preacher, mechanics, and low-level engineering, small farmers, clerical and low level office work, skilled construction and handicraft workers.

TABLE D 15

OCCUPATIONAL PREFERENCES OF EUROPEAN TEACHERS AT EUROPEAN AND AFRICAN SCHOOLS BY SEX AND TYPE OF POST

	Primary Teachers at European Schools		Secondary Teachers at European Schools		Secondary Teachers at African Schools			Teachers in African Trade Schools
	Males	Females	Males	Females	Males		Females	Males
	H. and N.H.	N.H.	H. and N.H.	N.H.	H.	N.H.	H. and N.H.	H. and N.H.
	(N=16)	(N=20)	(N=15)	(N=46)	(N=12)	(N=40)	(N=26)	(N=15)
	Percentage Distribution							
Occupation preferred to teaching								
Preferences:								
Level I[a]	6.3	....	13.3	6.5	8.3	5.0	7.7	20.0
Level II[b]	....	5.0	6.7	8.7	....	5.0	....	....
Level III[c]	....	....	....	....	....	....	....	....
Misc. and unclass.	6.3	15.0	6.7	8.7	....	5.0	7.7	20.0
No preference to teaching	25.0	75.0	60.0	63.0	91.7	80.0	76.9	53.3
NR	62.5	5.0	13.3	13.0	....	5.0	7.7	6.7
Tried to get a preferred occupation								
No	81.3	75.0	60.0	69.6	91.7	82.5	76.9	60.0
Yes								
Passive	6.3	5.0	13.3	8.7	....	5.0	3.8	13.3
Active	....	....	6.7	4.3	....	5.0	....	6.7
Miscellaneous	....	15.0	6.7	4.3	....	....	11.5	....
NR	12.5	5.0	13.3	13.0	8.3	7.5	7.7	20.0

[a] High level occupations: doctors, social scientists, physical scientists, engineers (professional), civil service administrators, top level educational administrators.

[b] Sub-profession and upper-middle level occupations: community development at professional level, journalists, artists, laboratory assistants and technicians (intermediate level), agricultural officers (semi-professional intermediate level), intermediate level local government administrators, intermediate level school administrators, police (intermediate level), intermediate level sub-professional accountants and business.

[c] Lower-middle-level occupations: low level community and medical service, small business proprietors and trade, non-professional preacher, mechanics, and low-level engineering, small farmers, clerical and low level office work, skilled construction and handicraft workers.

TABLE D 16

PERCENTAGES OF TEACHERS REPORTING THAT THEY READ DESIGNATED TYPES OF MAGAZINES REGULARLY, BY ETHNIC COMMUNITY AND TYPE OF SCHOOL, 1961

Type and Language of Paper or Magazine	Africans					Arab		Indian			Indian		Goan		European				Europeans in African Schools		
	Primary			Sec	Trade	Primary		Primary			Secondary		Secondary		Primary		Secondary		Secondary		Trade
	Males		F	M	M	M	F	Males		F	M	F	M	F	M	F	M	F	M	F	M
	H.	N.H.						H.	N.H.												
Total respondents[a]																					
Number	145	361	61	33	38	37	14	18	133	71	103	35	20	10	14	18	14	43	51	25	13
Per cent	98	97	97	100	95	97	100	100	99	100	97	90	100	100	88	90	93	93	98	96	87
									Percentages		Reporting										
Newspapers: Total[b]	86	78	51	39	62	57	64	55	25	15	19	23	35	..	36	22	36	26	28	32	38
English only	21	25	14	39	26	46	64	33	21	14	17	14	35	..	36	22	36	26	28	32	38
African only	14	11	4	..	10	3	..	..	..	..	..	6	..	..	..	..	..	..	..	..	..
English and African	48	41	33	..	21	8	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Asian only	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
English and Asian	..	..	..	..	..	..	..	22	3	..	..	..	..	..	..	..	..	..	..	..	..
Other combination	3	1	..	..	5	..	..	..	1	1	2	3	..	..	..	..	..	..	..	..	..
News Magazines: Total	16	13	12	33	9	33	21	28	47	34	44	34	40	40	7	39	36	26	55	64	31
English only	11	6	5	33	6	33	14	28	44	34	44	34	40	40	7	39	36	26	55	64	31
African only	4	6	7	..	3	..	7	..	..	..	..	..	..	..	..	..	..	..	..	..	..
English and African	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Asian only	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
English and Asian	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Other combination	1	1	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Negro Racial: Total[c]	16	14	10	3	8	..	7	..	2	1	..	..	5	..	7	6	..	2	4	..	..
Unclassified African[d]	31	23	39	3	11	11	..	..	1	..	..	..	..	..	..	..	..	..	..	..	..
General, Literary: Total	8	7	11	19	43	30	6	56	69	65	62	66	40	70	21	28	50	51	44	56	38
English only	8	7	11	19	43	30	6	56	63	65	61	60	40	70	21	28	50	51	44	56	38
Other	..	..	..	..	..	..	..	..	1	..	..	6	..	..	..	..	..	..	..	..	..
Religious: Total	28	18	23	21	24	5	..	16	15	8	9	22	..	10	7	6	..	7	32	48	..
English only	28	17	23	21	24	..	..	11	8	4	1	9	..	10	7	6	..	7	32	48	..
Other	..	*	..	..	..	5	..	5	7	4	8	13	..	..	..	..	..	..	..	..	..

TABLE D 16 **Continued**

Type and Language of Paper or Magazine	Africans					Arab		Indian			Indian		Goan		European				Europeans in African Schools		
	Primary			Sec	Trade	Primary		Primary			Secondary		Secondary		Primary		Secondary		Secondary		Trade
	Males		F	M	M	M	F	Males		F	M	F	M	F	M	F	M	F	M	F	M
	H.	N.H.						H.	N.H.												
Education: Total	13	7	5	36	3	35	43	56	44	52	39	37	25	50	57	28	21	21	24	20	..
English only	13	6	5	36	3	35	43	56	44	52	39	37	25	50	57	28	21	21	24	20	..
Other	..	1	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Professional; Not Education: Total	1	2	..	24	..	16	7	22	16	13	32	17	25	10	7	11	43	21	40	16	31
English only	1	2	..	24	..	16.	7	22	16	13	31	11	25	10	7	11	43	21	40	16	31
Other	..	..	..	..	..	..	..	..	..	..	1	6	..	..	..	..	..	..	..	..	..
Craft and Hobby: Total	..	..	..	..	29	..	..	6	2	1	8	3	..	..	21	11	7	5	6	..	31
English only	..	..	..	..	29	..	..	6	2	1	8	3	..	..	21	11	7	5	6	..	31
Other	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Government Bulletins: Total	..	1	..	..	..	5	..	..	2	..	1	..	..	..	..	..	..	..	..	..	..
English only	..	*	..	..	..	5	..	..	1	..	..	..	..	..	..	..	..	..	..	..	..
Other	..	*	..	..	..	..	..	..	1	..	1	..	..	..	..	..	..	..	..	..	..
Business and Finance: Total	..	..	..	..	..	..	..	..	4	..	3	3	..	..	..	..	..	..	2	..	8
English only	..	..	..	..	..	..	..	..	4	..	3	3	..	..	..	..	..	..	2	..	8
Other	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Farmers' Magazines: Total	..	1	..	3	..	..	7	..	..	..	..	6	..	..	..	6	7	5	..	..	..
English only	..	1	..	3	..	..	7	..	..	..	..	6	..	..	..	6	7	5	..	..	..
Other	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Wild Life, Sports, Scouts and Related: Total	..	*	..	3	6	..	..	6	8	4	3	3	5	..	7	..	..	5	6	4	8
English only	..	*	..	..	3	..	..	6	8	4	3	3	5	..	7	..	..	5	6	4	8
Other	..	..	..	3	3	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Health, Physical Ed.: Total	..	..	..	..	..	..	..	..	2	1	2	..	..	..	..	..	..	..	..	4	..
English only	..	..	..	..	..	..	..	..	1	1	1	..	..	..	..	..	..	..	..	4	..
Other	..	..	..	..	..	..	..	..	1	..	1	..	..	..	..	..	..	..	..	..	..

TABLE D 16 Continued

Type and Language of Paper or Magazine	Africans					Arab		Indian			Indian		Goan		European				Europeans in African Schools		
	Primary			Sec	Trade	Primary		Primary			Secondary		Secondary		Primary		Secondary		Secondary		Trade
	Males		F	M	M	M	F	Males		F	M	F	M	F	M	F	M	F	M	F	M
	H.	N.H.						H.	N.H.												
Women's: Total	1	*	10	..	14	..	..	..	2	38	..	46	..	10	..	16	14	21	..	20	..
English only	1	*	8	..	14	..	..	..	2	38	..	40	..	10	..	16	14	21	..	20	..
Other	..	..	2	..	..	..	..	..	..	..	..	6	..	..	..	..	..	..	..	..	..
"True Story" Type: Total	..	*	..	..	..	3	..	..	4	9	..	6	..	10	..	6	..	5	..	4	..
English only	..	*	..	..	..	3	..	..	2	6	..	6	..	10	..	6	..	5	..	4	..
Other	..	..	..	..	..	..	..	..	2	3	..	..	..	..	..	..	..	..	..	..	..
Unclassified; Non-African:																					
Total[d]	6	4	2	6	..	14	..	23	24	13	9	20	20	..	14	17	28	19	16	12	..
English only	6	4	2	6	..	3	..	6	10	6	5	3	20	..	14	11	14	7	14	8	..
Other	..	*	*	..	..	11	..	17	14	7	4	17	..	..	..	6	14	12	2	4	..

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*Under 0.5 per cent.

[a] Total checking either yes or no to reading any magazines regularly.

[b] These figures are undoubtedly distorted, since the question referred to "magazines"; answers included here are for persons who wrote in names of newspapers nevertheless.

[c] All of those reported by respondents and identified were in English.

[d] The "unclassified" items are little local publications with very limited circulation, unknown to the anthropologists who assisted us on this.

APPENDIX E

THE 1961 SAMPLES AND PROCEDURES FOR COLLECTION OF DATA

APPENDIX E

THE 1961 SAMPLES AND PROCEDURES FOR COLLECTION OF DATA

1. The 1961 Survey of Students

As was mentioned in the foreword, the data upon which this study is based were collected by Professor Anderson. In November of that year, questionnaires were mailed to the headmasters of all government and aided secondary schools in Kenya having a Form 4. The aim was to obtain information from all students at that stage of their educational career to supplement information available in the Ministry of Education.

Although it would have been preferable to have collected interviews by persons especially trained for that work, that alternative was impracticable due to pressure of time. Questionnaires had to be prepared and printed and sent out to the schools within one month, and there were too many schools to permit the use of interviews. As the next best alternative, the schedules were sent to headmasters who were requested to select responsible teachers to supervise the pupils' filling out of the questionnaires. (On the whole, Form 4 students are quite adept in the writing and reading of English.) In order to minimize maladministration, detailed instructions were sent with every packet of questionnaries, and district education officers were alerted to refer inquiries by phone to us where required. Copies of the instructions and the questionnaire appear in Appendix F

As Table E 1 indicates, a quite high percentage of schools made sure the questionnaires were returned.

TABLE E 1

PERCENTAGES OF STUDENTS AND SCHOOLS RETURNING QUESTIONNAIRES, BY SEX AND ETHNIC COMMUNITY

Type of School	Percentage of Schools Included in Sample	Percentage of Total Form 4 Pupils Included in Sample
African		
Male	68	69
Female	100	97
Total	74	71
Arab		
Male	100	90
Asian		
Male	86	58
Female	63	45
Mixed	100	89
Total	76	60
European		
Male	50	66
Female	67	65
Total	60	66

The sample obtained was reasonably representative of the sorts of students attending the European and Asian schools. Although we are unable to compare the European and Asian respondents with non-responding students, our judgment was that the biases were not marked. For Asians and Europeans all geographic regions and all categories of schools were well represented, and on a variety of features the schools not included in the sample do not differ appreciably from those included.

Questionnaries were sent to twenty-five African schools and returns were received from twenty. (It happened that in Kamusinga school it was the 1962 Form 4 students at the beginning of the year who filled out the schedules. However, they are included because the school-certificate results and the ethnic distribution of students at Kamusinga school were virtually the same in 1961 and 1962.) There was complete coverage of schools for African girls. Of the five boys' schools not responding, at least three failed solely (we were able to verify) due to communication difficulties from the record floods of that year. The reasons for dereliction of the other two schools is not so clear to us, but approaching examinations and the heavy workload of headmasters at that time of year no doubt was the excuse. Two schools were inadvertently omitted from the initial list.

Information gathered in 1968 on the total 1961 African Form 4 student population enabled us to identify some of the biases in the 1961 sample of African males specifically.

Table E 2 reveals that in minor degree the Kikuyu, more especially the Nilo-Hamitic and Kamba tribes, were underrepresented. Because all the Nilo-Hamitic and Kamba students who are included in the sample go to schools outside their tribal areas, they doubtless come from higher-status families than students of the same tribes who attended schools in their home areas (but were excluded due to floods blocking the mails). In contrast, the omission of 113 Kikuyus probably introduces only a slight distortion inasmuch as these students come from types of schools that are already included in the sample.

TABLE E 2

TRIBAL DISTRIBUTIONS OF SAMPLED AFRICAN MALE STUDENTS AND OF TOTAL AFRICAN MALE STUDENTS ENROLLED IN GOVERNMENT-AIDED SCHOOLS

Tribe	Numbers of Students			Percentages of Students		
	Total	Sample	Omitted	Total	Sample	Omitted
Hamitic	2	2	...	0.2	0.3	....
Nilo-Hamitic	68	23	45	7.4	3.5	16.9
Nilotic	138	134	4	15.0	20.5	1.5
Kikuyu	317	204	113	34.4	31.3	42.3
Embu-Meru	51	48	3	5.5	7.3	1.1
Luyia	132	127	5	14.3	19.4	1.9
Kisii	25	25	...	2.7	3.8	....
Coastal	60	59	1	6.5	9.0	0.3
Kamba	119	23	96	12.9	3.5	36.0
Foreign	9	9	...	1.0	1.4	.....
Total	921	654	267	99.9	100.0	100.0

Comparing the School-Certificate results for our African boys with those for all comparable African male students, we observe that there are only slight differences between the two groups (see first four columns of Table E 3). This fact is particularly encouraging given that in our analysis of African students. Cambridge examination performance explained more of the variance in many other variables than did anything else. Overall, then, the sample appears to be fairly representative in spite of a shortfall for two tribal groups.

TABLE E 3

PERCENTAGE DISTRIBUTIONS OF 1961 CAMBRIDGE EXAMINATION RESULTS FOR AFRICAN MALE STUDENTS; ALL STUDENTS, THE 1961 SAMPLE AND THE 1968 FOLLOW-UP POPULATION COMPARED

	All Students		1961 Sample		1968 Follow-up
	Total[a]	All Taking Exam	Total Sample	All Taking Exam[b]	
First division pass	20	21	21	22	25
Second division pass	31	32	31	33	33
Third division pass	24	25	22	25	22
GCE (partial passes)[c]	9	10	10	10	10
Failure	12	12	9	9	9
Did not take examination	4	...	6[d]	...	...
Total: %	100	100	99	99	99
N	921	881	654	614	466

[a] In government-aided schools.

[b] All for whom examination records could be individually identified.

[c] Some of these may have performed better than third-division passes on most of the examinations.

[d] Includes some who took the examinations but whose records could not be individually identified.

2. The 1968 Follow-Up of African Students

In follow-up studies, data are collected usually by mailing out questionnaries or by interviews. Neither strategy was practicable in Kenya because we could not obtain accurate current addresses for many of the former 1961 students. Since, unlike the United States, it is usual for students to keep informed about the activities of their former schoolmates, we chose to interview students at University College Nairobi who had been schoolmates of the 1961 sample. By using that procedure, 1968 information about occupations was obtained for 76 per cent of the original group. As a check on the accuracy of the information, at least two independent reports were obtained in each case, and on nearly every boy the two reports were in agreement. (Conflicting reports led to deletion of the case.)

The follow-up sample is remarkably similar in all respects to the original sample, no differences worthy of remark appearing on any of the following features: paternal education, paternal occupational level and type, tribe, student's aspirations and expectations, and Form 4 examination results. The last three columns of Table E 3 illustrate this representativeness with respect to one important variable: the School Certificate examination results. Also, virtually the proportion of individuals in the follow-up who went on to Form 5 (30.2 per cent) matches almost exactly the rate of continuation into Form 5 as estimated by taking total African students enrolled in Form 5 in 1962 as a per cent of total Africans completing Form 4 in 1961.

3. The Teacher Samples

Teacher schedules could be filled out after January, 1962, whereas with students we were in conflict with the examination period at the end of 1961. This only partially lowered the time-pressure on the project, however. To the Ministry it was still essential to obtain preliminary results from the survey of teachers early in 1962, and quick tabulations were made on crucial points, especially with respect to expatriate and resident European and Asian teachers.

For all except teachers in African primary and intermediate schools, the teacher samples were drawn by a sampling of schools, and questionnaires were sent in batches to headmasters, who distributed them among their teachers. But each questionnaire was accompanied by a franked envelope and individual teachers mailed their replies directly to our personal office outside the Ministry.

With certain minor exceptions (primarily among Europeans), we aimed at covering all government and aided secondary schools, regardless of community. In fact for each ethnic community responses came back from roughly six out of seven of these schools. Reasons when we received no replies from a school were markedly different in the African than in the European cases, however, even though headmasters were almost entirely European in both sets of schools. Non-response from one whole European school, of some importance in the total, was the result of a deliberate boycott instigated by one teacher. Fortunately the resulting bias moderates rather than exaggerating our contrasts between teachers in European and those in African secondary schools; an unbiased sample would certainly have shown sharper contrasts. Failure to receive replies from any teacher in an African secondary school seem to have been without exception due to loss of packets in the floods, as was the case for at least some Asian schools also. This happened to packets sent to Machakos, Kitui, Mombasa, and heavily flooded sections of Southern Nyanza. (Similar effects of floods upon tribal representation among African primary school teachers are discussed below.)

Response rates of teachers from the various schools that are represented were roughly 50 per cent--somewhat higher in the African secondary schools. The results by type and level of school and by teacher qualification are summed up in Table E 4. We left out figures for those categories of teachers in our samples for which cases were so few as to preclude useful analysis, or where a school (or individuals) might be identifiable; the most important example was to leave out all teachers in the one Arab secondary school. We did not send questionnaires to the Asian teacher-training colleges or technical-secondary schools, and the sample of responses from African teacher-training colleges was quite inadequate. Three out of six African trade schools (but not the Polytechnique) were included in the initial sample and response rates were high. (However, entries in Table E 4 for this category are not comparable with the Ministry figures.)

For teachers in Asian and European primary schools, we chose 50 per cent samples of schools by systematic randomization procedures (for aided schools only). The Asian returns by schools were excellent, though again only half the teachers returned schedules. The European response rates were poor on both counts. Associated biases are evident in Table Our sample definitely underrepresents the most poorly schooled Asian primary teachers especially. There is also a sample bias in favor of European university graduates in the primary schools and against such graduates in European secondary schools.

The procedures for drawing samples of teachers in African primary and intermediate schools were necessarily quite different. We simply could not obtain sufficient data on individual schools in so enormously populous a type of school. District education officers were therefore used as intermediates except for the few government schools in isolated areas (to which schedules and covering letter went directly, as for secondary schools). Originally we thought of a systematically stratified random sample

TABLE E 4

DISTRIBUTIONS OF TEACHER QUALIFICATIONS IN 1961; MINISTRY REPORTS AND STUDY SAMPLES

	N	Per Cent Trained (All Levels)	Percentage Distributions by Level of Schooling			
			Total	University	Completed Secondary	Not Completed Secondary
Teachers in African Schools						
Primary Schools						
Ministry Report						
Primary standards	13,423	73	100	*	1	99
Intermediate standards	4,768	93	100	*	12	88
All standards	18,191	79	100	*	4	96
Teacher Sample	575	83	100	..	8	92
Secondary Schools						
Ministry Report	323	93	100	60	37	3
Teacher Sample: Total[a]	114	77	100	64	28	8
African males	33	89	100	14	61	25
African females	4					
European males	52	79	100	89	4	..
European females	26	58				
Teacher Training Colleges						
Ministry Report	271	95	100	38	40	22
Technical and Trade						
Ministry Report	210	26	100	13	33	54
Teacher Sample (Trade only)						
African males	40	30	100	..	5	95
Non-African males	15	33	100	33	59	8
Teachers in Arab Schools						
Primary						
Ministry Report	114	69	100	1	31	68
Teacher Sample	52	59	100	..	34	66
Secondary						
Ministry Report	17	53	100	76	24	..
Teachers in Asian, Goan and Mixed Schools						
Primary						
Ministry Report	1,431	59	100	14	68	18
Teacher Sample	223	65	100	17	78	5
Secondary						
Ministry Report	734	53	100	75	23	2
Teacher Sample	175	55	100	64	34	2
Teacher Training						
Ministry Report	39	98	100	69	31	..
Trade and Technical						
Ministry Report	22	59	100	27	73	..
Teachers in European Schools						
Primary						
Ministry Report	456	84	100	13	85	2
Teadher Sample	36	69	100	19	78	3
Secondary						
Ministry Report	242	79	100	69	31	..
Teacher Sample	61	66	100	43	42	10

(stratified by type of location and degree of isolation). But constraints of time and losses of whole packets of material in the floods played havoc with these initial plans for sampling African primary teachers. In the upshot the effects appear to have been less serious than we at first feared.

Overall (as Table E 4 shows) we did indeed have an upward bias in the proportions of African elementary teachers who had completed secondary school, but once this is recognized it will do no harm to the analysis. Indeed, for any given sample size this has the advantage that we begin to have enough cases to draw some tentative inferences about the characteristics associated with better education among primary teachers. More serious is the inadequate representation of certain localities and tribal groups. As we pointed out in Chapter VIII, Luo and Kamba teachers definitely are too few, but we have no direct means of measuring that bias since no records were available on the tribal composition of the total teaching force. What we do have is clear evidence concerning under- and over-representation by areas. Table E 5 summarizes this pattern; readers familiar with Kenya can draw their own inferences with respect to sample distortions.

TABLE E 5

SAMPLE BIAS IN AREA REPRESENTATION OF AFRICAN MALE PRIMARY AND INTERMEDIATE SCHOOL TEACHERS

	Number in Ministry Records for 1961	Number in 1961 Sample	Sample Percentage	
All Kenya (excl. Northern Frontier)	15,440[a]	537	3.5	
Northern Province		...	...	
Rift, African areas	864	54	6.2	7.1
Southern: Narek, Kajiado	127	17	13.4	
Rift; European areas	1,077	78	7.2	
South and Central; European	599	39	6.5	
Fort Hall, Kiambu, Nyeri and Nanyuki	1,539	64	4.2	
Embu, Meru	1,730	37	2.1	
Nairobi County	428	12	2.8	
Elgon and Northern Nyanza	2,912	85	2.9	
Central Nyanza	1,555	28	1.8	1.1
Southern Nyanza, Kericho, Kisii, Kipsigis	1,967	12	0.6	
Machakas	1,438	9	0.6	
Kitui	380	16	4.2	
Coastal excl. Mombasa	683	66	9.7	7.8
Mombasa	161	...	...	

[a] Unpublished data by school districts.

APPENDIX F

THE FORM 4 STUDENT QUESTIONNAIRES AND INSTRUCTIONS TO HEADMASTERS

QUESTIONNAIRE FOR FOURTH FORM STUDENTS

1. What is your name ______________________________

2. Are you a boy? __________ a girl? __________

3. Name of your school ______________________________

4. Are you a boarder? (Yes or No) ______

5. Where were you born? If you were born in Kenya write down:

   Town or village ______________________________

   District ______________________________

   If you were not born in Kenya, just write down the country in which you were born ______________________________

6. What is your tribe or people? ______________________________

7. Is your father living (Yes or No) ______ If Yes, where does your father live now:
   In Kenya: Town or village ______________________________

   District ______________________________

   In another country (what country)? ______________________________

8. Is your mother living? (Yes or No) ______ If Yes, where does your mother live now:
   In Kenya: Town or village ______________________________

   District ______________________________

   In another country (what country)? ______________________________

9. Do you hope to continue in school full-time after you have completed Fourth Form? (Yes or No) ______

10. Looking realistically at your future, how would you regard your chances of continuing your education beyond Fourth Form? Put a tick by the statement that expresses your view.

    ______ Will be certain to continue my education

    ______ Have a good chance of continuing my education

    ______ Will not really be likely to continue my education

    ______ Will certainly not be able to continue

11. What in your opinion is the best reason for getting a good education, among the following?

_______ Because you can get a well paid job

_______ Because you will be respected by others

_______ Because you can become a powerful person if you are well educated

12. Perhaps you don't think the reasons given above are enough. Do you think there is a better reason for having an education besides the ones we have listed? If you do, then write it down here.

____

____

____

13. Here is a list of subjects that are taught in some secondary schools. In the first column, put a tick beside those subjects that you have studied. After you have done this, put numbers in the second column to show which of these subjects you like best. The one you like best would be 1 , next best 2 , and so forth, until you have put a number beside each of the subjects you have studied. Do not put a number beside any subject you have not studied.

_____ _____ Art and/or Music

_____ _____ English

_____ _____ French

_____ _____ Mathematics (arithmetic, algebra, geometry, etc.)

_____ _____ Physical Education

_____ _____ Religious Knowledge

_____ _____ Rural Science or Gardening (Girls, Domestic Science)

_____ _____ Science Subjects (physics, biology, chemistry, etc.)

_____ _____ Swahili

_____ _____ Another language not listed above (for example, Arabic, Hindi, Urdu, Gujerati, Punjabi). If you have studied one of these, which is it? ________________

14. Here is the same list of subjects. Which of those you have studied do you think will be most useful and helpful to you in your career after you leave school? Put a number beside each of the subjects you have studied in the order in which you think they will be most useful to you. Put a number 1 beside the subject you think will be most useful, a number 2 against the subject which will be next most useful, and so on until you have put numbers beside all the subjects on this list that you have studied.

_____ Art and/or Music

_____ English

_____ French

_____ Mathematics (arithmetic, algebra, geometry, etc.)

_____ Physical Education

_____ Religious Knowledge

_____ Rural Science or Gardening (girls, Domestic Science)

_____ Science Subjects (physics, biology, chemistry, etc.)

_____ Swahili

_____ Another language not listed above (for example: Arabic, Hindi, Urdu, Gujerati, Punjabi). If you have studied one of these, which is it? ______________________________

15. If you have the chance to continue your education beyond Fourth Form, what would you prefer to do next year? Write 1 beside your first choice and 2 beside your second choice.

_____ A teacher training college

_____ A technical institute

_____ An agricultural institute

_____ Complete Higher School Certificate

_____ Commercial training scheme (as a bank, Gailey and Roberts, Bata, East African Tobacco Co., etc.). State which of these you would choose ______________________________

_____ Nursing school

_____ Government training scheme (as Civil Service, E. A. Posts and Telegraph, E. A. Railways and Harbours, Police, etc.). State which of these you would choose ______________________________

_____ Another institution or training programme we have not mentioned. If so, what? ______________________________

16. If you hope to go beyond Higher School Certificate, what type of advanced training would you prefer? Put a tick beside your first choice.

______ An Arts course (by this we mean such subjects as English, foreign languages, history or geography)

______ Science or mathematical courses

______ Agricultural or Veterinary Science

______ Engineering

______ Nursing

______ Teacher training courses

______ Law

______ Medicine

______ Other courses or training we have not mentioned. If you choose this explain just what ______________________________

______ Not yet decided

17. If you were free to choose any job you wished, what kind of job would you like best? Explain the job fully:

____

____

18. Of course, we cannot always choose the kind of job we should like best of all. From your experience and that of your friends who have left secondary school already, what kind of job do you think you are most likely to get in fact if you leave school after you have completed the Fourth Form?

____

____

19. When you finally start getting a job, do you think it better to:

______ Work for a government department

______ Work for a private employer or company

______ Start your own business

______ Run your own farm

20. When you leave school and if you have a chance to work in a small country town or village or in a big city like Nairobi or Mombasa, where would you like to work most?

In a small country town or village _______. In a big city _________.

21. How much education in regular schools did your father have? Put a tick beside the highest level that he reached:

_____ Did not go to school

_____ Had some Primary School

_____ Finished Primary School

_____ Had some Intermediate School

_____ Finished Intermediate School

_____ Had some Secondary School

_____ Finished Secondary School

_____ Had education beyond Secondary School. If so, state how far he went, and at what institutions where. If he received a degree or certificate, write this down also.

____

____

_____ Don't know

22. Did your father have any education or training of other kinds. (For example: trade school, secretarial school, correspondence courses, teacher training)? Yes or No _____ If Yes, explain as fully as possible:

____

____

23. How much education in regular schools did your mother have? Look at the list for your father, in question 21, and fill in the answer for your mother.

____

____

____

24. Did your mother have any education or training of other kinds? Yes or No ______. If yes, explain as fully as possible.

____

____

25. What is your father's present occupation (or if he is not living what was his chief occupation before his death). Be careful to explain the work he does or did exactly.

____

____

26. For whom does your father work?

_____ For himself

_____ For a government department (which) ______________

_____ For someone else (kind of business) ______________

27. What is your mother's present occupation?

_____ Housewife

_____ Takes care of shamba

_____ Has another kind of job

If your mother has "another kind of job" explain carefully and exactly just what she does:

____

____

DO NOT WRITE BELOW THIS LINE. IT IS FOR OFFICE USE ONLY.

I. A _____ B _____ C _____ D _____ E _____

II. A _____ B _____ C _____ D _____ E _____

INSTRUCTIONS TO HEADMASTERS OR TEACHERS FOR HELPING FORM 4 PUPILS TO FILL IN THE QUESTIONNAIRE

First, please tell pupils that answers to these questionnaires are wanted to help the World Bank Mission in working out recommendations for the improvement of educational opportunities in Kenya. Also, tell them that THIS IS NOT AN EXAMINATION. THEY WILL NOT BE MARKED ON THEIR REPLIES. But they should not talk to each other about their answers. We want to know what they think independently.

Go through the questionnaire point by point with the pupils as they fill it out. Instructions for each question are given in part on the questionnaire itself, but additional explanations are given here. Be sure each pupil answers all questions as fully as possible.

INSTRUCTIONS FOR EACH QUESTION

1. Have pupils write their names.
2. If a boy, the pupil should put a tick in the first space, after "boy"; if a girl put a tick after "girl."
3. Tell the pupils what to write here. Be sure the school is fully identified.
4. Each pupil should say whether he is a boarder or not.
5. Each pupil should give the town he was born in and also the district. If born in another country he should name the country.
6. Each pupil should write his tribe or people. For example: Kikuyu, Giriama, Sikh, Goan, Ismaili, Arab, Pakistani, Indian, Kenya European, Expatriate English, Expatriate Italian, etc.
7. Same instructions as for question 5, but for where father lives.
8. Same instructions as for question 5, but for where mother lives.
9. The pupil should say what he hopes he will have a chance to do.
10. Here the pupil should face facts and say what he thinks his chances really are of getting more schooling. He should tick only one of the four blanks.
11. The pupil should tick one place, saying what he really thinks.
12. If the pupil has some reason in addition to the ones listed in question 11, he should write it here. Some pupils will not have any answer to put here.

13. First, have each pupil put a tick in the first column in front of each subject he has studied in secondary school.

Then, he should put numbers in the second column in the order in which he likes these subjects. A 1 would be in front of the subject he likes best. Have the pupils read instructions on the questionnaire carefully. This is numbering by how well he likes a subject, not by how important he thinks the subject is.

The last space, "Another language....," is for languages not listed above. It might be a language not even given in the list of languages in parentheses. But only languages studied in secondary school are to be put down. If a student has studied more than one "other" language (that is, other than English, French or Swahili), he should say so. For example, he might have studied Arabic and German. If among all the subjects he has studied he likes Arabic second and German fourth best, his entries in the last part of the question would look like this:

____ 2,4 Another language ....
of these, which is it? 2 Arabic / 4 German

14. Point out to the pupils that this is different from question 13. On 14 he or she is to tell how important he thinks each subject he has studied is, no matter whether he likes that subject or not. The last space, for "Another language....," should be interpreted as for question 13, except that the number (or numbers) he writes down would say how important he thinks this language is, not how well he likes it.

15. Be sure that pupils enter both a first and a second choice. Any pupils who write a 1 or a 2 beside a heading that asks for details should fill in the blank at the right carefully. The suggestions in parentheses are illustrative only. Some pupils may want to write in something that was not explicitly mentioned.

16. This question should be answered only by pupils who hope to go beyond Higher School Certificate. They should tick only one choice.

17. Do not try to help pupils by giving examples. Do not give illustrations or the pupils may just put down what you say.

18. Here also be sure the pupils give as detailed replies as they can. We want to know what kinds of jobs each pupil thinks likely without more schooling beyond Form 4. Do not give the pupils illustrative examples.

19. Tell the pupils that if there is some special sort of organization any of them would like to work for but he is not sure whether it is part of government or not, or just what space to tick, he should write what the organization is in the open space just under the question. Only one answer should be ticked.

20. The pupil should tick what he really would like best.

21. This question refers to the usual or regular type of school. The standards included in primary or other schools when the parents attended may have been a little different than those today, so you should help the pupils tick the right space to show the highest schooling the father had.

"Intermediate school" would usually mean work after primary school up to, but not including any, secondary school.

"Finished secondary school" is left vague because many pupils could not answer a more exact question. Tell the pupils to put a tick in the place that best fits what their fathers have told them - whether fathers say they "had some" or "finished" secondary school.

For schooling beyond secondary school, the pupils should be asked to be specific in what they fill in. See the instructions on the questionnaire.

"Don't know" should be ticked only when the pupil knows so little he is unable to give even a rough or approximate answer.

22. Ask the pupils to give as full information as they can, including, if possible, number of years (or months) of training. Include adult education.

23. Instructions are the same as for question 21, except that this is about mothers. Pupils should look at the list under question 21 and write down here the answer that applies to their mothers.

24. See instructions for question 22.

25. Be sure the pupils give details. To say "clerk" is not enough unless this is all they know. Father's grade or rank should be given when possible. If father is a "chief" the pupil should put down what else he does also. If father is a farmer, the size of the farm should be given if possible. If father is no longer living, the pupil should put down his chief occupation when he was alive.

26. If a pupil ticks the second or third line, he should also put something at the end of this line. If he ticks "government" he should write in Ministry of Agriculture, or Post Office, or whatever else applies. After "someone else" he might put "bus company," or "farmer in highlands," or "hotel," etc.

27. Instructions are the same as for question 25, except that here it is the mother he is telling about.

TURN TO NEXT SHEET FOR SPECIAL INSTRUCTIONS TO HEADMASTERS OR
TEACHERS CONCERNING THE BOTTOM OF THE LAST PAGE OF THE
QUESTIONNAIRE - MARKED FOR OFFICE USE ONLY

SPECIAL NOTE FOR HEADMASTER OR TEACHER: NOT TO BE READ TO PUPILS

At the very end of the questionnaires for pupils you will find:

I. A ____ B ____ C ____ D ____ E ____

II. A ____ B ____ C ____ D ____ E ____

This is for the headmaster or mistress to fill in.

On line I you should put for each child (his or her name is on the questionnaire) a tick in the space that best describes standing in academic performance, such as on examinations. "A" means excellent: "B" better than average: "C" average: "D" below average: "E" very poor.

But students do not always do on examinations quite as might be expected in terms of their native ability. A very intelligent pupil may not work very hard or may have poor home conditions. A student below average in ability may work hard and do quite well on examinations.

So, on line II please rate the pupil on his ability as you think it really is, without thinking of how good or poor his work has been. "A" means exceptionally able: "B" above average in ability: "C" about average ability: "D" below average in ability: and "E" very low in ability.

THANK YOU. YOUR HELP IS VERY MUCH APPRECIATED.

APPENDIX G

THE TEACHER QUESTIONNAIRES

QUESTIONNAIRE FOR AFRICAN TEACHERS

1. Your name ______________________________ Sex __________

2. Your marital status: put a tick in the appropriate space:

_____ Single

_____ Married
If a man, is your wife (or one of your wives) living with you at the school? (Yes or No) _____

_____ Were married, but wife (wives) or husband died or have been divorced: have no wife (or husband) at present.

3. School in which you are teaching: Name ______________________

Town ____________________ District ____________________

4. Your age (if uncertain give approximation and a "?") ____________

5. Your tribe or people ______________________________

6. Your primary schooling: Year you completed Standard IV ___________

Name and District of that school ______________________

7. Did you finish Intermediate School (Yes or No) ______________

If Yes; in what year did you finish? ________ Name and District of that school ______________________________

8. Which of the following grades have you attained and when?
Enter the date you attained this grade:

_____ T4 by completion of 2 year training course

Where ______________________________

_____ T4 by some other means. Explain ______________________________

____

_____ T3 by completion of 2 year training course

Where ______________________________

_____ T3 by some other means. Explain ______________________________

____

_____ T2 by regular course, general

Where ______________________________

_____ T2 by regular course in domestic science or handicrafts

Where ______________________________

_____ T2 by upgrading course from T3

Where ______________________________

_____ T2 by some other means. Explain ______________________________

____

_____ KT 1

_____ None of these (enter a tick instead of date)

9. Have you attended any night school or vacation school course or taken any correspondence courses not covered by question 8?
If so, please specify:

Nature and duration of training	Date Finished	Certificate or Degree, if any

10. Have you received formal education of a kind or kinds not covered by the above questions? (Yes or No) ______ If Yes, please specify:

	School or Institution (Name and Location)	Dates Attended	Certificate or Degree, if any
a.			
b.			
c.			

For these same items indicate in detail the course of study pursued:

a. ______

b. ______

c. ______

11. Have you taken any active steps at the present time to try to get the opportunity to receive further training or to work for a higher teaching grade? (Yes or No) ______ If Yes, please explain here just what you have done.

______

______

______

12. What subjects are you teaching at present? (List them here)

______ ______

______ ______

______ ______

13. What Standard(s) or Form(s) are you teaching? (If you are on the staff of teacher training or a trade school that is not graded by standards or forms, explain fully the level or levels of classes you are teaching.)

______

______

14. In which subjects, if any, did you specialize when you were a student? (Explain at what type of school)

______

______

15. How many years have you been teaching:

Total __________ In Kenya __________ In this school ______

16. Have you engaged on a full-time basis in any occupation other than teaching since you first started to teach? Yes or No _____ If Yes, please describe fully:

____

____

____

17. Have you taken jobs during vacation periods since you have been a teacher? Yes or No _____ If Yes, what kinds of jobs?

____

____

18. Do you now supplement your income as a teacher by other activities (such as farming, a shop, etc.) during the school year? Yes or No ________
If Yes, explain the kinds of activities:

____

____

19. Have you had job experiences other than teaching that you have found valuable to you in your work as a teacher? Yes or No _____ If Yes, please explain what these experiences were and in what way they have been valuable to you as a teacher.

____

____

20. Is there any occupation you would personally prefer to teaching?
Yes or No _____
If Yes, what is this occupation? (Explain fully):

____

____

Have you tried to get a job in this occupation? (Explain):

____

____

____

21. Is there any periodical or magazine that you read regularly? Yes or No ______ If Yes, what is it (or what are they)?

____

____

22. How many books do you own? ______________________________

23. Your Parents' education. Please put a tick beside the highest level of schooling reached for each of your parents. There should be only one entry in the column for your father and one in the column for your mother.

Father	Mother	
______	______	Did not go to school
______	______	Had some Primary School
______	______	Finished Primary School
______	______	Had some Intermediate School
______	______	Finished Intermediate School
______	______	Had some Secondary School
______	______	Finished Secondary School
______	______	Had education beyond Secondary School or had a different kind of education that is not described by this list.

If you put a check in the last space for either of your parents, please specify the extent and type of such schooling and the highest level attained (indicating the name of the institution at which he or she completed schooling):

Father ______________________________

Mother ______________________________

24. What is your father's occupation (or if he is no longer living, what was his chief occupation)? Be very careful to explain the kind of work he did or does exactly and fully.

____

____

____

25. For whom does your father work (or, if he is no longer living, for whom did he work in his principal occupation)?

_____ For himself

_____ For a Government department

_____ For a farmer

_____ For a private business

_____ For a church or mission

_____ Other (explain what) ______________________________

26. Was your father at any time a teacher? Yes or No _____ If Yes, in what kind of a school did he teach, what did he teach, and where and when? (Give as much detail as you can):

____

____

27. Was your mother at any time a teacher? Yes or No _____ If Yes, in what kind of a school did she teach, what did she teach, where and when? (Give as much detail as you can):

____

____

28. Use this page to tell us of your problems and unfilled needs as a teacher and how you feel about educational issues you consider especially important.

QUESTIONNAIRE FOR NON-AFRICAN TEACHERS

1. Your name ______________________________ Sex __________

2. Your marital status: put a tick in the appropriate space:

_____ Single

_____ Married
If a man, is your wife (or one of your wives) living with you at the school? Yes or No _____

_____ Were married, but wife (wives) or husband died or has been divorced: have no wife (or husband) at present.

3. School in which you are teaching: Name ______________________

Town ______________________ District ______________________

4. Your age (if uncertain give approximation and a "?") __________

5. Your group or people (for example, Goan, Sikh, Indian, Pakistani, Ismaili, Arab, Scots, Irish, English, Italian, etc.) __________

6. Your religious affiliation (for example) Christian, Moslem, Hindu, Sikh, Jew, Pagan, etc. ______________________

7. Where did you go to Primary School?

If in Kenya: Town ______________________

District ______________________

If in some other country: Country ______________________

Province ______________________

Date you came to Kenya __________

8. Your later educational history. Please fill in the following (excluding items that fit better in question 9).

School, College or other Institution (Name and where)

a. ______________________________________

b. ______________________________________

c. ______________________________________

d. ______________________________________

(If you need more space add e., f. etc. on other side of this sheet)

For these same items:

Dates Attended	Specialization, if any	Certificate or Degree, if any

a. ______________________________

b. ______________________________

c. ______________________________

d. ______________________________

Were all of the above full time study (Yes or No) ________
If No, please describe more fully in each case, identifying by the same letters as above:

____

____

____

____

9. Have you attended any night school or vocation school course or taken any correspondence courses not covered by question 8
If so, please specify:

Nature and duration of training	Date Finished	Certificate or Degree, if any

____

____

10. Have you taken any active steps at the present time to try to get the opportunity to receive further training or to work for a higher teaching grade? (Yes or No) _____ If Yes, please explain here just what you have done.

____

____

____

11. What subjects are you teaching at present? (List them here)

______________ ______________

______________ ______________

______________ ______________

______________ ______________

12. What Standard(s) or Form(s) are you teaching? (If you are on the staff of a teacher training or a trade school that is not graded by standards or forms, explain fully the level of classes you are teaching).

____

____

____

13. In which subjects, if any, did you specialize when you were a student? Explain at what type of school.

____

____

____

14. How many years have you been teaching?

Total ______ In Kenya ______ In this school ________

15. Have you engaged on a full-time basis in any occupation other than teaching since you first started to teach? (Yes or No) ________
If Yes, please describe fully:

____

____

____

16. Have you taken jobs during vacation periods since you have been a teacher? Yes or No _____ If Yes, what kind of jobs?

____

____

17. Do you now supplement your income as a teacher by other activities (such as farming, a shop, a beer hall, etc.) during the school year?
Yes or No _____ If Yes, explain the kinds of activities

____

____

____

____

18. Have you had job experiences other than teaching that you have found valuable to you in your work as a teacher? Yes or No ________ If Yes, please explain what these experiences were and in what way they have been valuable to you as a teacher.

____

____

19. Is there any occupation you would personally prefer to teaching? Yes or No ________ If Yes, what is this occupation? Explain fully.

____

____

Have you tried to get a job in this connection? (Explain)

____

____

20. Is there any periodical or magazine that you read regularly? Yes or No ________ If Yes, what is it (or what are they)?

____

____

21. How many books do you own? ________________

22. Is your father living? (Yes or No) ________ If Yes, is he at present a permanent resident of Kenya? ________ If No, was he a resident of Kenya for a major part of his life? ________________

23. Your father's education:
Did your father have any schooling? (Yes or No) ________________
If Yes, please specify with respect to the highest level he attained: The Standard, Form, or grade completed. (If not in regular British system, explain)

____

____

____

Did he obtain any degree or certificate? (Yes or No) ________________
If Yes, what was it? ________________________________
Institution (name and where) ________________________________

24. What is your father's occupation (or if he is no longer living, what was his chief occupation). Be very careful to explain the kind of work he did or does exactly and fully.

____

____

____

25. For whom does your father work (or, if he is no longer living, for whom did he work in his principal occupation)?

_______ For himself

_______ For a farmer

_______ For a Government department

_______ For a private business

_______ For a church or mission

_______ Other (explain what) ________________________

26. Was your father at any time a teacher? Yes or No _______
If Yes, in what kind of a school did he teach, what did he teach, and where and when? (Give as much detail as you can).

____

____

____

27. Your mother's education:
Did your mother have any schooling? (Yes or No) _______
If Yes, please specify with respect to the highest level she attained: The Standard, Form or grade completed. (If not in the regular British system, explain)

____

____

____

Did she obtain any degree or certificate? (Yes or No) _______

If Yes, what was it ______________________________

Institution (Name and where) ___________________________

28. Was your mother at any time a teacher? (Yes or No) ________
If Yes, in what kind of a school did she teach, what did she teach and where and when. (Give as much detail as you can).

____

____

29. Do you expect to remain in Kenya after Uhuru? Check the statement that most nearly expresses your view.

________ Will certainly continue to live in Kenya

________ Will probably continue to live in Kenya

________ Am quite unlikely to continue living in Kenya

________ Will certainly not continue to live in Kenya

30. On which of the following arrangements are you teaching?
Put a tick in the appropriate space and explain the terms of your contract (when it started, when it terminates, whether or not it is likely to be renewed if it is temporary).

________ Locally employed by Kenya government
Terms ________________________________

________ Columbia-London teacher's programme
Terms ________________________________

________ As a member of a Mission. What Mission ____________
Terms ________________________________

________ Expatriate on British government contract
Terms ________________________________

________ Other expatriate arrangement. If so, please explain what, and the terms of your contract

____

____

________ Other arrangement. If so, please explain what, and the terms of your contract

____

____

31. Use the rest of this page and the back side to tell us of your problems and unfilled needs as a teacher and how you feel about educational issues you consider especially important.

APPENDIX H

CODES FOR OCCUPATIONS

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CODES FOR OCCUPATIONS

This appendix reproduces in detail the coding of occupations used for all responses on the 1961 questionnaires, whether with reference to the aspirations or expectations of students, or to reports of pupils or of teachers concerning their fathers' occupations. The system used in coding was as follows:

The first digit is a code for level or status, running from 1 (top) to 5 (low). Other codes on the first digit referred to responses that were inadequate for coding or lacking altogether. The second digit can also stand alone as what we have labeled "type." The third digit specified the job in greater detail but is meaningless except in combination with the first two digits.

The second digit is in some ways the most interesting, and certainly calls for explanation. It was set up primarily on the basis of hypotheses concerning favored sectors of activity in the African setting and basic differences in the kinds (not levels) of perceptions used on the job. A code of "1" in the second digit refers to one of the health occupations; "2" refers to social, religious, and political activities (other than teaching) and includes lawyers. "3" refers to scientific activities, but such cases among non-academics (coded 7) were very few and in the tabulations they have been combined with 4. "4" refers to technological-mechanical-manual activities ranging all the way from engineer to truck driver and ditch digger. To distinguish a professional engineer, for example, requires code "1" on the first digit together with "4" on the second. A code of "5" on the second digit refers to agriculture and forestry. Whether this was as a farmer or as an agricultural officer, for example, is indicated by the third digit. How big a farm a man operated or how high a post he held as an agricultural officer is his status code, on the first digit. Code "6" on digit 2 refers generally to office and white-collar jobs, including administrative and executive roles; it also includes, with separate third-digit codes, persons working in sales activities of various kinds. As already noted, code 7 on the second digit refers to teachers. Finally, "8" on the second digit sets off the military, police, and other protective services.

Where applicable, identical codes were used in all cases in which actual 1968 occupations of men who had been students in 1961 are compared with the aspirations and expectations they had expressed while students. For some special tabulations, however, we divided level 1 for the follow-up data into an unambiguous "1" and a level "1 1/2." Also, some of the students of 1961 were still in school in 1968, at university; all were given a special code to show this, but for comparison with the "aspiration" data they are treated as "1" on level. And, finally, for some purposes the original assignment of all primary teachers who had completed secondary school to "2" for status (which had seemed reasonable in 1961), was modified in 1968; now (as for the less qualified primary teachers in 1961) their status was called "3." This was not done, however, where direct comparisons were being made between aspiration (or expectation) levels and status levels actually realized by 1968. Codes for type of occupation are identical for the 1961 and the 1968 follow-up materials, both among men in the labor force and (where applicable) for individuals still in universities. Thus if a young man was in medical school, he was coded "1" on the second digit; but if he was in law school, he was coded "2" or if in an engineering course "4." However, there were of course many more unclassified as to type among those still in university than otherwise.

Level 1

123	Professionally qualified clergy (priests, ministers, vicar, parson, chaplain, etc.)
141	Engineers, professional (includes architects and surveyors at professional level.)
150	Big farmers, money lenders and forest and agriculture officers (landlord with "farming," tea, coffee and rubber estates, sisal planter, big farm management, manager in tea plantation, rancher, etc. and includes one high level forest and one high level agricultural officer).
162	Central and local government administrators, high level officials and foreign service.
164	Business Executives (private): Bank managers, manager of a large mining concern, production manager of a foundry, iron and steel production managers, companies' directors, company secretary, personnel managers and other big business executives.
174	Teachers, school administrators and top level government education officers: University and secondary school teachers; principals and head masters at all school levels. However, excludes those who have not completed at least to Form 4 of secondary school.
182	Military and Police--high level. (Includes all commissioned staff of military, top level police officers and inspectors.
191	Professionals (Includes physicians, dental surgeons, ophthalmic opticians; research chemists; lawyers and barristers; musician (one case registered 1184); editors (one case 4677), author-Ph.D. (one 1143) and one case (1279) of journalist).

Level 2

223	Semi-professional clergy and social workers. (Registered responses here are those for minister, padre, deacon, clergy, etc., when respondent does not fulfill the qualifications required for a professional clergy. Includes also one Hindu astrologer-priest with secondary education and two cases of social welfare work (4566 and 4614).
231	Sub-professional chemists, lab technologists (4608) and one dispenser (4575).
244	Sub-professional intermediate level engineers, architects and surveyors (electrical and mechanical engineers, assistant engineers; A.M.I.E.'s; inspector of works, ships officer (4468); designer (1052); mariner's certificate; building superintendent (4401); general works manager with technical education (4431). Includes also technical overseers and other such engineers with sufficient academic education but unspecified technical training).
251	Medium farming and medium farming with money lending (farm owners, operators and managers; medium scale sheep farmers and dairy farmers; includes some farmers with side business and/or money lending. Judgments were inevitably somewhat impressionistic as between 251 and 150; almost certainly few if any coded 251 were in fact smaller.
252	Forest and agriculture officers and instructors (assistant forest manager, assistant agriculture officer, inspector for a cooperative society and cotton inspector).
263	Local chiefs and court elders.
264	Business Managers: medium level business management other than proprietors.
265	Medium scale business proprietors: Money lenders and landlords (non-farm); contractors, insurance brokers, stock brokers and miscellaneous medium business owners.
266	Railway station masters.
267	Commission agents, sales representatives, commercial travellers and insurance agents.
268	Intermediate administrative and high level clerical ("office superintendent," "in charge of the department," "chief clerk")

269 Accountants--sub-professional: Includes chief cashier, auditor, chief teller, county treasurer and employee-brokers (4571, 4548).

274 Teachers in intermediate and primary schools who have completed Form IV or equivalent secondary education. (Include Physical education and music teachers in secondary schools; head masters in primary schools who do not have secondary school education.)

288 Intermediate level police and military (corporal, sergeant, "head constable" and two other policement at levels above those of the regular Kenya police).

Level 3

311 Medical low-level jobs not requiring pre-training completion of secondary schools ("hospital assistants," "medical assistants," "health inspector" (2630) and dressers).

326 "Preachers" and other "religious" jobs (men who have very little or no formal school education). Includes African "preachers," evangelists, catechists, lay readers, Koranic teachers, etc. One Indian sikh priest.

343 Foremen and overseers (permanent way inspectors, railway guards, foremen in railways, mine foremen, station headmen, in charge of finishing department, head man in saw-mill, factory foremen, supervisor in loco work shop, dock superintendent, safety inspector, and other foremen. Includes two working proprietor-mechanics in garages).

344 Mechanics and allied (fitter, miner, loom fixer, turner, sanitary and other loco level engineers, locomotive driver, engine wright in colliery, telephone mechanic, telegraph master, boring operator, automobile and other mechanics.

351 Medium Small Farming: For Asian farmers in India this includes men who have six years of primary education or better, when responses about their occupation are just "farming" with no other information; such farmers with less than six years of schooling are coded 850. Among farmers in Kenya it was usually possible to identify level on more adequate grounds. It is very likely that some farmers coded here should be 251, however.

352	Semi-educated agricultural assistants and related low level jobs. (Includes two agriculture "instructors" with very low education, 2417 and 2470).
354	Farm labour overseers and supervisors (farm overseers and headmen in veterinary department and one tractor driver.)
365	Small business proprietors, similar to 265 but smaller. (Primarily retail businessmen. Includes Asian "businessman," unspecified; where there was nothing to hint at a higher (or lower) level. Smaller contractors, "shopkeepers," small "traders" and "brokers," all, nevertheless, clearly above 866).
366	Office Clerical (low level accountants, cashiers, bookkeepers, "work in audit department," baggage agent, telegraphist, storekeeper, retail salesmen (2 cases) and miscellaneous other office clerks).
371	Teachers in primary schools and missions who have not completed secondary school or equivalent and have either no training at all or T3 or T4. However, primary school headmasters without Form 4 educational achievements are coded 274.
382	Low Level Military and Police ("Military" or "Police," unspecified but seemingly a 300 level position; low level regular policemen and tribal police; sailor, unspecified; African "soldier." Includes Africans specified as soldiers who fought in World War I or II when no other job was indicated).
391	Skilled construction craftsmen and artisans. (Carpenter, mason, builder (not foreman), blacksmith, cabinet maker and painter).
393	Artisan foremen (Headmen (M.O.W.), one railway gang head man, carpenter overseer, building supervisor, building foremen, painter's supervisor, master farrier and mason foreman).
396	Artisans other than building trades: photographer; jeweller; tailor; compositor and printer; Japanese specialty cook (1099).

Level 4

448 Watchmen, Drivers, Semi-skilled operatives, and low level military and police aids (including one assistant weaving master (4522); haulage-hand in coalmine and earthenware packer in pottery (4407); "mill man" (2773); guards in forest department; several chiefs' askari; letter carrier; door-to-door collectors of African accounts; a grain elevator attendant, a milk roundsman, office messenger boys).

450 Small farming (Includes small African farms with some "cash crops" or 6-19 acres or "many cattle" or had several specified types of "live stock." See instructions on 351 also).

466 Farmer-Traders (Petty traders with some farming).. There may be a few old 465.

490 Sub-artisans (Clay work--making clay pipes; basket maker; shoe maker; barber; butchers; house boy and cook).

Level 5

541 Common Labour--Manual unskilled (Includes porters, labourers.

551 Subsistence farming: (Keeps his little shamba; grows his food; herdsman. Includes "farming" when no other information for Africans; farm labourers.)

554 Labourers in forest department (but headmen in forest department are coded 354).

APPENDIX J

LIST AND CODING OF MAGAZINES READ "REGULARLY" BY KENYA TEACHERS

APPENDIX J

LIST AND CODING OF MAGAZINES READ "REGULARLY" BY KENYA TEACHERS

One item on the questionnaire for teachers read: Is there any periodical or magazine that you read regularly? Yes or No _____ If yes, what is it (or what are they)? _____ (Spaces for reply)

In analyzing the answers to this question, we first listed all periodicals mentioned; we then scanned the results as a basis for setting up a classification of periodicals. Eighteen distinct types of magazines were distinguished plus a nineteenth category for those that could not be identified even by informed residents or by anthropologists with long experience in the area. Though the unidentified magazines are listed in this appendix as "unclassified," in the text we have called them arbitrarily "local African" when they were in an African language. In coding we allotted one column to each of the nineteen categories; when no response at all was given or the respondent wrote No in the first part of the question, the code for all columns was 9; when a particular type of magazine was not included, but others were listed, the code is 0. Otherwise, as the accompanying list suggests, magazines were coded according to the language (or combination of languages) in which published.

Col. 61 Newspapers (daily and weekly)

0 Not mentioned or no answer just in this column.

1 English and/or other European Language only (incl. Afrikaner)
    Mombasa Times
    Nyanza Citizen
    Nation
    National
    The News
    News of the World
    Cape Times
    Church of England
    Guardian Weekly
    Daily Chronicle
    Daily Mirror
    Daily Nation
    Daily Telegraph
    Sunday Nation
    Sunday Observer Newspaper
    Sunday Telegraph (London)
    Sunday Times
    Sunday Post
    Weekly Nation
    Kenya Weekly News
    Times
    Overseas Times
    Organisor
    The (London) Observer
    Manchester Guardian
    Kenya Daily Mail
    Johannesburg Sunday Times
    The Information of India
    Standard
    E. A. Fortnightly Newspaper
    E. African Standard
    Hindu
    Hindustan Times

2 Asian and/or Arabic only:
  Asian papers:
    Africa Samachar
    Kirloskar

  Arabic papers:
    None

Col. 61 (cont'd)

3 African (incl. Swahili):
  - Habari Za India
  - Siku Hizi
  - Taifa ya Leo
  - Taifa Kenya
  - Taifa
  - Baraza
  - -- and all other vernacular, names not specified

4 English (includes European languages) and Asian (includes Arabic)

5 English and African

6 Asian and African

7 English, Asian and African

8 Language Unspecified

9 No answer

Col. 62 News Magazines (excluding negro magazines)

0 Not mentioned or no mention in this column.

1 English and other European languages only (includes Afrikaner):
  - Reporter
  - Picture of Britain
  - Saturday Evening Post
  - (Picture) Post
  - Paris Match
  - Coming Events in Britain
  - British Survey
  - E. A. & Rhodesia
  - Illustrated London Magazine
  - Illustrated London News
  - Illustrated Weekly (of London)
  - Institute of Race Relations Newsletter
  - London Pictorial
  - London (Illustrated) Times
  - Life (International)
  - Newsweek
  - Newsletter
  - Nandi Gazette
  - Think
  - Time
  - Times Weekly (Review)
  - Today (former John Bull)

Col. 62 (cont'd)

American News Review
Today in Britain
World Today
World News
(Illustrated) Weekly of India
Weekly News (from U.S.A.)
Weekly Magazine
Voice of U.S.A.
Scots Magazine
U.S. News and World Report
Shankers' Weekly
Story of Oil

2 Asian and/or Arabic only:
- Janma Bhumi

3 African Vernacular (includes Swahili):
- Siku Hizi
- To-Day

4 English and Asian

5 English and African

6 Asian and African

7 English, Asian and African

8 Language not specified
- Political magazines

9 No answer

Col. 63 Negro Racial Magazines

0 Not mentioned or no mention in this column

1 English and other European languages only (incl. Afrikaner):
- Ebony
- Voice of Africa
- Our Africa
- Inland Africa
- Drums
- African Life

2 Asian and/or Arabic only:
- Asian:
  - None
- Arabic:
  - None

Col. 63 (cont'd)

3	African Vernacular (incl. Swahili): None
4	English and Asian
5	English and African
6	Asian and African
7	English, Asian and African
8	Language not specified
9	No answer

Col. 64 General and Literary Magazines

0	Not mentioned or no mention in this column
1	English and other European languages only (includes Afrikaner): Caravan Colonial Times Blackwoods Blackfriars Coronet (Royal) Commonwealth Magazine Commonwealth Today Times Literary Supplement National Geographic New Commonwealth New Statesman Travel and Mountain Magazines Listener English Speaking Union Magazine English Digest Parade Encounter Punch Spectator Indian Review Forum Realités Reader's Digest Radio Times McLean's Modern Review Atlantic Monthly Holiday

Col. 64 (cont'd)

2 Asian and/or Arabic only:
- Asian:
  - Amar Bharti
  - Panchjanya
  - Navneet
  - Bishal Bharat Sarswati
  - Biswin Sadi
- Arabic:
  - None

3 African Vernacular (includes Swahili)
- None

4 English and Asian

5 English and African

6 Asian and African

7 English, Asian and African

8 Language not specified

9 No answer

Col. 65 Religious Magazines

0 Not mentioned or no mention in this column

1 English and other European languages only (includes Afrikaner):
- The Divine Call
- Divine Life
- Daily Bread
- Missionary Outlook for Pentecostal Assemblies of E. Africa
- Methodist Recorder
- Messenger of the Sacred Heart
- Ave Maria
- M R A
- Arrow
- Moody
- Anglican World
- Herald of His Coming
- Herald
- African Challenge
- Muslim World Digest
- Salvation Army Magazine
- Rock Magazine

Col. 65 (cont'd)

Royal Commonwealth Society for Blind periodical
Religious Magazines and Journals
Reconciliation
The S S M Magazine
Spearhead
Sikh Review
Sign
Signs of the Time
Scripture Booklets
Faith Digest
Parish Magazine
International Review of Missions
Catholic Times
Catholic Digest
Catholic Education
Catholic Magazine from Mombusa
Challenge
Church Illustrated
Church Missionary Society publications
C. J. E. Newspaper
Christian Graduate
Christian Herald
Christian Witness
Crusade
Bible Magazine
The Bible of the World
Baptist Times
Theosophist
Tablet
Life of the Spirit
The Life of Faith
Light
Universitas
Living Waters
Voice of Healing
Voice of Prophecy
Wisdom Light
Kenya Citizen
Katholieke Illustratie Revue
World (Christian) Digest
Word
Expository Times

2 Asian and/or Arabic only:
  Asian:
    Yoga Vedanta
    Swami narayan
    Satguj
    Garibi Gada
    Anand Sansar
    Akhand Anand
  Arabic:
    None

3 African Vernacular (includes Swahili):
    None

Col. 65 (cont'd)

4	English and Asian
5	English and African
6	Asian and African
7	English, Asian and African
8	Language not specified
9	No answer

Col. 66 Educational Magazines and Education Journals

0	Not mentioned or no mention in this column
1	English and other European languages only (includes Afrikaner):

Indo[illegible] Child Education
Student's Newsletter
Special Education
South Indian Teacher
Science Teacher
School Science Review
Science Club
Schoolmaster
School Magazine(s)
Music Teacher
Music in Education
Health Education
Catholic Teachers Journal
Careers and Courses
Child Education
Courier (UNESCO)
Teacher's Journals and Education Magazines
Times Educ. Supp.
Teachers' Supplement
Teacher's World
Teaching in Primary Classes
Technical Education
Technical Training Magazine
National Froebel Foundation Journal
National Parent Teacher
Teachers Education Journal
Teachers' Challenge
Tropical Education
The Use of English
Visual Education
Learning for Living
Overseas Education
Kenya Teachers Journal

Col. 66 (cont'd)

English Reader
Parent
Educational Times
Educational World
Educational Supplements
Educational Journal
Education Today
Phi Delta Kappa
Education
Pictorial Education
Primary and Secondary Education
Primary Education

2 Asian and/or Arabic only:
  Asian:
    None
  Arabic:
    None

3 African Vernacular (includes Swahili)
    None

4 English and Asian

5 English and African

6 Asian and African

7 English, Asian and African

8 Language not specified

9 No answer

Col. 67

Professional Scholarly
(excludes educational magazines and journals)

0 Not mentioned or no mention in this column

1 English and other European languages only (includes Afrikaner):
    Royal Geographical Journal
    Medical journals
    Mathematical Pie
    Mathematical Gazette
    Discovery
    Architects Journal
    Historical Association publications
    Historia
    Advancement of Science
    History
    History Today

Col. 67 (cont'd)

The Economist
Physiology
Journal of Royal Geographic Society
Journal
Journalist
Journal of British Institute of
Radio Engineers
Scottish Geographical Magazine
Scientific American
Scientific Periodicals
Science Digest
Science News (Penguin Science Survey)
(American) Science News Letter
Geography
Geographical Magazines
Engineering Journal(s)
New Scientist
Trade Journals and Technical Magazines
Chemical Literature
Bulletin of the Institute of Physics (London)
Current History
The Bookman
Contemporary Physics
Time and Tide
The Psychologist
Psychology

2 Asian and/or Arabic only:
  Asian:
    Sangeet Masik
    Vishva Vigyan
    Nagoosh (Urdu)
  Arabic:
    None

3 African Vernacular (includes Swahili)
    None

4 English and Asian

5 English and African

6 Asian and African

7 English, Asian and African

8 Language not specified

9 No answer

Col. 68 Women's Magazines

0 Not mentioned or no mention in this column

1 English and other European languages only (includes Afrikaner):
- Homes and Gardens
- Die Huisgenoot
- Vogue
- Home Economics
- Social Magazines
- She
- Fashion Magazines
- The Queen
- Good Housekeeping
- McCall's
- Modern Woman
- Child Psychology
- Needlewoman and Needlecraft
- Needlework
- Which
- Woman's Magazines
- Woman's Journal
- Woman and Home
- Woman's Own
- Everywoman
- Ideal Home

2 Asian and/or Arabic only:
- Asian:
  - Arya Bala
  - Stree
- Arabic:
  - None

3 African Vernacular (includes Swahili)
- None

4 English and Asian

5 English and African

6 Asian and African

7 English, Asian and African

8 Language not specified

9 No answer

Col. 69 Governmental Documents

0 Not mentioned or no mention in this column

1 English and other European languages only (includes Afrikaner):
- Official Gazette
- Kenya Official Gazette
- Parliament Debates
- Government periodicals

2 Asian and/or Arabic only:
- Asian:
  - Jankalyan
- Arabic:
  - None

3 African Vernacular (includes Swahili)
- None

4 English and Asian

5 English and African

6 Asian and African

7 English, Asian and African

8 Language not specified

9 No answer

Col. 70 Business and Financial Magazines

0 Not mentioned or no mention in this column

1 English and other European languages only (includes Afrikaner):
- Commerce
- The Economist
- East Africa Annual
- Investors Chronicle
- Financial Times

2 Asian and/or Arabic only:
- Asian:
  - None
- Arabic:
  - None

3 African Vernacular (includes Swahili)
- None

Col. 70 (cont'd)

4	English and Asian
5	English and African
6	Asian and African
7	English, Asian and African
8	Language not specified
9	No answer

Col. 71 Farmers' Magazines

0	Not mentioned or no mention in this column
1	English and other European languages only (includes Afrikaner): East African Farmer Country Fair Country Life Nyanza Marketing Board Magazine Farmers Weekly Field Scottish Field Modern Farming
2	Asian and/or Arabic only Asian: None Arabic: None
3	African Vernacular (includes Swahili): None
4	English and Asian
5	English and African
6	Asian and African
7	English, Asian and African
8	Language not specified
9	No answer

Col. 72 **Craft Magazines (includes handicraft; painting; building; masonry, carpentry; also includes art and music)**

0 Not mentioned or no mention in this column

1 English and other European languages only (includes Afrikaner):
    Arts and Crafts
    Artist
    Design
    Radio
    Sailor and Cutter
    Sele Arte
    Studio
    Illustrated Carpenter and Builder
    Popular Science
    Popular Mechanics
    Photographic Journals
    Painting and Decorating Journals
    Wireless World
    Woodwork

2 Asian and/or Arabic only
  Asian:
    None
  Arabic:
    None

3 African Vernacular (includes Swahili):
    None

4 English and Asian

5 English and African

6 Asian and African

7 English, Asian and African

8 Language not specified

9 No answer

Col. 73 Hobbies

0 Not mentioned or no mention in this column

1 English and other European languages only (includes Afrikaner):
    Stamp Magazines
    Flying Saucer Review
    Gibbon's Stamp Monthly
    The Gramophone
    Model Engineer
    Amateur Cine World

Col. 73 (cont'd)

- Amateur Photographer
- Heraldry Society publications
- Hobbies Magazine(s)

2 Asian and/or Arabic only:
  - Asian:
    - None
  - Arabic:
    - None

3 African Vernacular (includes Swahili):
  - None

4 English and Asian

5 English and African

6 Asian and African

7 English, Asian and African

8 Language not specified

9 No answer

Col. 74 Health

0 Not mentioned or no mention in this column

1 English and other European languages only (includes Afrikaner):
  - Better Health
  - Tandurasti
  - Life and Health
  - Muscle Power
  - Health

2 Asian and/or Arabic only:
  - Asian:
    - None
  - Arabic:
    - None

3 African Vernacular (includes Swahili):
  - None

4 English and Asian

5 English and African

6 Asian and African

Col. 74 (cont'd)

7	English, Asian and African
8	Language not specified
9	No answer

Col. 75 Wild Life

0	Not mentioned or no mention in this column
1	English and other European languages only (includes Afrikaner): Wildlife Magazines Kenya Wild Life African Wild Life
2	Asian and/or Arabic only: Asian: None Arabic: None
3	African Vernacular (includes Swahili) : None
4	English and Asian
5	English and African
6	Asian and African
7	English, Asian and African
8	Language not specified
9	No answer

Col. 76 Sports and Physical Education Magazines

0	Not mentioned or no mention in this colum
1	English and other European languages only (includes Afrikaner): Wheel World Sports Sports Sports Illustrated

Col. 76 (cont'd)

Sports and Pastimes
Motor Car
The Motor Cycle

2 Asian and/or Arabic only:
- Asian:
  - None
- Arabic:
  - None

3 African Vernacular (includes Swahili):
- None

4 English and Asian

5 English and African

6 Asian and African

7 English, Asian and African

8 Language not specified

9 No answer

Col. 77 Scouts, etc.

0 Not mentioned or no mention in this column

1 English and other European languages only (includes Afrikaner):
- Girl Guides
- Scout Magazine
- Scouter
- The Spirit of Childhood
- Youth of World
- Boys Own

2 Asian and/or Arabic only:
- Asian:
  - Bal bharati
- Arabic:
  - None

3 African Vernacular (includes Swahili):
- Batian

4 English and Asian

5 English and African

6 Asian and African

Col. 77 (cont'd)

7	English, Asian and African
8	Language not specified
9	No answer

Col. 78 **True Story**

0	Not mentioned or no mention in this column
1	English and other European languages only (includes Afrikaner): The Argosy Men Only Film-Fare True Magazine True Story True Romance
2	Asian and/or Arabic only: Asian: Manohar Sarita Sher-e-Punjab Parit Lari Arabic: None
3	African Vernacular (includes Swahili): None
4	English and Asian
5	English and African
6	Asian and African
7	English, Asian and African
8	Language not specified
9	No answer

Col. 79 **Unclassified**

0	Not mentioned or no mention in this column.

Col. 79 (cont'd)

1 English and other European languages only (includes Afrikaner):

- Arrow Nations
- Candour
- Citizen
- Criterion
- The Current
- Dan Dare
- Dandy
- Eagle
- Elizabethan
- Endeavor
- Envoy
- Fatch
- The Friend
- Frontier
- Go
- The Guider
- Knowledge
- Leadership
- Lock
- O. E. B.
- Outlook
- Panorama
- Prediction
- Realms
- Review and Herald
- R. N. I. B.
- Sphere
- The Star
- The Torch
- Treasure Chest
- Window to America
- World
- World Union
- Alert

2 Asian and/or Arabic only:

Asian:

- Navjivan
- Gujerati periodicals
- Indian periodicals
- Kumar
- Marathi magazines
- Navchetan
- Prag
- Ramgarhia
- Prakash
- Sansar
- Sardar

Col. 79 (cont'd)

Arabic:
Adhikra
Raid (Mukalla)
Twalia (Mukalla)
Umma
Nujalatil (Kuwait)
Al-Muswa[illegible]ar
Alalm
[illegible]

3 African Vernacular (includes Swahili):
Umoja
Kesho
Uraia
Wathiomo Mukinyu
Ukulima (wa Kisasa)
Tui ba Meru
Tazama
Sauti ya Pwani
Sauti Ya Vita
Sauti ya Kanu
Ramogi
Rafiki Yetu
Pamoja
Ons Eigin Blad
Mwangozi
Mwafrika
Mutai
Muku Lima
Milembe
Mujumbe Wa Kristo
Matemo
Mapenzi ya Mungu
Maisha
Lomon Le Maasai
Kiri-Nyaga
Kiongozi
Kalenjin
Kilino wasasa
Jifunze
Jicho
Erwomkiteso
Beano
Afrika Ya Kesho
Rafiki Yotu

4 English and Asian

5 English and African

6 Asian and African

7 English, Asian and African

Col. 79 (cont'd)

8	Language not specified Sundal Brochurenreeks Kanwal
9	No answer

APPENDIX K

TENTATIVE PROJECTIONS OF PUPILS AND OF TEACHER TRAINEES FOR THE DECADE OF THE 1960'S

APPENDIX K

TENTATIVE PROJECTIONS OF PUPILS AND OF TEACHER TRAINEES FOR THE DECADE OF THE 1960'S

As has been mentioned, the material on education prepared early in 1962 for the World Bank Mission was too long for full inclusion in the Bank's final report to the Government of Kenya, though a full-length copy of the report on education was also given to the Ministry of Education. Included in that report were extensive "projections" (mainly for the years 1961-1967) of a maximum feasible or defensible evolution of the educational system of Kenya. For obvious reason, most of the projections dealt only with Africans. The aim of the whole report was to set forth in practicable sequence, a "sensible" set of estimates for a series of successive years, but not to prescribe "the best" line of development. The estimates served as a reference for discussion of alternatives and as a means to point out the ramifications of alternative courses of action. The tables included in this appendix are summaries derived from still more detailed tracings of interrelationships. The financial figures have been omitted totally. This appendix is not designed to provide a brief for any particular "policy," past or future; in any case looking ahead from 1969 would be quite different quantitatively than looking ahead from 1961. The tabulations may be of interest to several readers because they do illustrate the ways in which various series of enrollments and of teachers-in-preparation are connected. They are a minor bit of lore for the archives of Kenya educational history.

Necessarily any meaningful projection in a situation of this sort must trace out paths through time; target quantities for some future date would not be particularly helpful if the route to their attainment was ignored. Apart from preserving these guesses for the archivist, they are useful in the context of the present report because they make so clear the enormous number of individuals who must be allocated back into the schools to fill the teaching positions. This is true particularly as the "accelerator" effect operates in a period of rapid expansion, and especially for teaching in the pre-secondary standards. (The Kenya system is far from self-sustaining at the secondary level even today. Accordingly, there are major problems of teacher preparation at the university level--and problems relating to international markets for university graduates and to their opportunities in occupations at home but outside teaching--that we could here touch upon only peripherally, either in this appendix or in the body of the report.)

The footnotes to the tables suffice in most instances to explicate the numbers in a particular sequence. But it may be of help if we first make clear just what the projections were and what they were not, together with some of the aims in their construction. As has been said, they were neither "optimal" projections nor predictions of what would happen. Only after costing each estimate and comparing those costs with other claims on various categories of resources could such recommendations be made. On the other hand, the calculations did take into account the many important and complementary educational activities carried out in or through agencies other than the schools. An effort was made to take fully into account a whole set of programs for development of human resources not explicitly included in these tables. Agricultural extension programs (studied in detail by other members of the Mission) were among the most important; but these were training schemes operated by public agencies, including some operated by the whole East African system for common services. Nor could on-the-job or "sandwich" programs operated or sponsored by private business be ignored.

For the period under review there was no need for concern about over-producing secondary school graduates in the sense that such graduates might find it difficult to obtain jobs. Even ignoring the almost unlimited needs within the expanding school system for better-prepared teachers, the "localization" goals otherwise would soak up all the secondary graduates who could be turned out within the planning horizon.

Among youth coming out of the intermediate (upper primary) schools over the 1960's, however, the job outlook was very different; abundant frustration for thousands was in the offing. This contrast exemplifies a virtually universal phenomenon at the stage in economic and educational development characterizing Kenya in 1961 (and even today). We would be the last to deny the benefit to a nation from rising proportions of genuinely literate adults, whatever their occupations, but there are major problems during the transition phase. Nevertheless, major expansion at the intermediate level had already gained rapid momentum under pressures of popular demand by the time the 1961 analysis was made. The figures in these tables took into account this commitment among the Africans of Kenya. In sum, then, the following projections are estimates of maximum feasible progress, taking into account certain conditions. (a) It was assumed that Africans completing secondary school (whether 4th or 6th form) would have abundant opportunities. (b) We allowed for the inexorable and immediate pressures to expand Standards V-VII. (c) Clearly there were urgent problems of educational quality, and heroic efforts would be required to prevent deterioration, leaving aside hope of major improvement in quality of the primary schools. The estimates incorporate an attempt to balance priorities and costs within the educational system, defining the system broadly, and taking into account long-run effects that needed to be considered in decisions on present or early actions. The overall constraints upon budgets of the Government were not incorporated, for it was not yet the moment to set the estimates for each ministry face to face. However, the original report to which reference has been made did include many sorts of financial data, including the part that local and private money and services might play.

Once all these aspects of the exercise are set down, it should not be too surprising that the 1967 enrollments turn out to match rather closely the total secondary enrollments in Kenya, provided the Harambee ("voluntary") schools are included. The levels reached by the system of Kenya in 1967 were very close to what we thought a determined society could accomplish; and in education Kenya has shown determination.

At the same time, it should be pointed out that the paths traced out in the deliberately optimistic projections of 1961 reproduced in this appendix would have been somewhat different from those actually followed in several respects: (a) The 1961 report placed more stress on strategies to maintain quality (exemplified, for example, in the pre-Form 1 remedial year). (b) A somewhat slower pace of expansion in intermediate schools was urged in 1961, mainly because of the shortage of teachers and the problems of teacher quality. (c) More emphasis was placed on strategies for developing cadres of teachers for intermediate and secondary schools over what was then the immediate future.

Many stimulating ideas had been obtained from examining the pragmatic ingenuity displayed in creating and changing compromise categories of teachers over prior years. Further modifications suited to the particular stage in the dynamics of educational expansion then underway were worked out. Thus the reader will find reference to categories T_a and T_b teachers, categories that have never existed but that we suggested. There is reference also to phasing out of those T_2 teachers who were recruited from the individuals who failed the School Certificate examinations; we contended that this negative selection of persons to train as teachers would have unfortunate long-run effects too serious to be offset by the small temporary gains. The shadow of just such effects (together with other troubling features of labor markets) was evident in Olson's 1968 follow-up material with respect to selectivity among Form 4 youth of 1961 for teaching. This remains a problem in 1969 as it was in 1961. Because of the severe shortage, indeed the near lack, of Africans qualified and available to teach secondary pupils (combined with rising demands for teachers in intermediate standards), we suggested also development of categories T_1 and T_s. The S_1 category inaugurated in Kenya around 1964 is very like that proposal.

TABLE K 1

ANALYSIS OF AFRICAN AGE COHORTS WITH RESPECT TO INTERMEDIATE SCHOOL COMPLETION AND SUBSEQUENT EDUCATION

	Numbers Age 16[a]	Completing Intermediate School in Preceding Year		Entering Full Secondary School[b]		
		Estimated Number	Per Cent of Age Cohort	Suggested Number	Per Cent of	
					Intermediate Completers	Age Cohort
	(1)	(2)	(3)	(4)	(5)	(6)
1961	130,000	21,000	16	2,234	10.6	1.7
1962	133,000	26,500	20	2,470	9.3	1.9
1963	136,500	30,300	22	3,720	12.3	2.7
1964	140,500	37,800	27	5,250	13.9	3.7
1965	145,000	62,700	43	8,920	12.6	6.2
1966	150,000	91,500	61	13,790	15.1	9.2
1967	155,000	112,000	72	16,570	14.8	10.7

	Other Intermediate School Completers				Numbers Not Completing Intermediate School
	Total	To Teacher Training Schools[c]	To Trade Schools	Remainder[d]	
	(7)	(8)	(9)	(10)	(11)
1961	18,766	1,340	320	17,106	109,000
1962	24,030	1,570	320	22,140	106,500
1963	26,580	3,520	460	22,600	106,200
1964	32,550	3,425	520	28,605	102,700
1965	53,780	3,460	600	49,720	80,300
1966	77,710	3,120	600	73,990	58,500
1967	95,430	2,900	600	91,930	43,000

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[a] Lacking a recent census, these figures were based on information enumerations by District Education Officers. Age 16 was used to conform to an estimated average age of 15 at completion of intermediate school.

[b] See Table K 2

[c] See Table K 6, column 1.

[d] Some of these would go into existing formal apprenticeships or into other training programs requiring only completion of intermediate school.

TABLE K-2

ESTIMATED AFRICAN FORM 1-4 ENROLLMENTS AND ALLOCATION OF PERSONS COMPLETING FORM 4#

	Entrants		Enrolled in Form 4				Allocated to Form 5
				Passes[d]			
	Pre-Form 1	Form 1	Total	All	Div. I and II	Non-passes	Div. I and II Passes[e]
	(1)	(2)	(3)	(4)	(5)	(6)	(7)
1961	.....	2,234	1,054	740	475	314	260
1962	.....	2,470	1,235	865	555	370	270
1963	370	3,350	1,400	980	630	420	290
1964	450	4,800	1,830	1,250	800	580	340
1965	1,880	7,040	2,120	1,400	900	720	360
1966	3,910	9,880	2,940	1,900	1,180	1,040	500
1967	4,840	11,730	4,600	3,000	1,800	1,600	920
1968			6,990	4,600	2,800	2,390	1,400
1969			10,140	7,100	4,050	3,040	1,800

	Allocated to Teaching and Teacher Training						Allocated to Other Training and Employment		
		Other Passes							
	Div. I and II to Training	To Training	Direct to Teaching	Non-passes to Training	Total	Per Cent of Form 4 Completers	Division I and II Passes	Other Passes	Non-passes
	(8)[f]	(9)	(10)[g]	(11)[h]	(12)	(13)	(14)[i]	(15)[i]	(16)
1961	*	*	...	*	565	54	*	*	*
1962	210	250	...	200	660	53	75	60	170
1963	210	250	...	250	710	51	130	100	170
1964	270	250	100	300	920	50	190	100	280
1965	340	300	100	300	1,040	50	200	100	420
1966	410	300	300	200	1,210	41	250	120	840
1967	480	450	350	100	1,380	30	480	400	1,500
1968	840	600	400	...	1,840	26	700	800	2,390
1969	1,100	900	600	...	2,600	26	1,350	1,450	3,040

[#] Here projections are carried beyond 1967 to show the rapid expansion to higher rates of output as 1963-65 entrants finish school; refer also to Table K-1.

[a] Designed mainly to remove the widespread deficiences of secondary entrants, particularly in English.

[b] Including proposed new science-technical streams and technical-secondary schools; trade schools were excluded.

[c] Assumes attrition of approximately 5 per cent annually from entrance to Form 1.

[d] These may be optimistic figures; the pre-Form 1 classes are needed to maintain these pass rates without lowering standards.

[e] Despite the urgent need for better teachers, about half the Division I and II passes are designated for Form 5 (including part of the Polytechnic entrants).

[f] Primarily T_a and T_s grades.

[g] Grade T_b.

[h] Grade T_2; recommended to be phased out.

[i] Includes some of the Polytechnic entrants, not all of whom are fulltime.

*Data to allocate by passes not available.

TABLE K 3

ESTIMATED NON-AFRICAN FORM 4 ENROLLMENTS AND PERFORMANCE ON CAMBRIDGE EXAMINATIONS

	Enrolled in Form 4			
	Total	Passes		Non-Passes
		All	Div. I and II	
Asians[a]				
1961	2,300	1,150	805	1,150
1962	2,300	1,150	850	1,150
1963	3,450	1,725	1,210	1,725
1964	3,740	1,870	1,420	1,870
1965	3,915	2,035	1,565	1,880
1966	4,050	2,185	1,620	1.865
1967	4,185	2,345	1,675	1,840
Europeans				
1961	588	505	415	83
1962	500	430	355	70
1963	400	350	290	50
1964	400	350	300	50
1965	400	360	300	40
1966	400	360	300	40
1967	400	360	300	40

[a] Includes Goans and Arabs. The small flow through 4-year technical-secondary courses is omitted.

TABLE K-4

AFRICAN LOWER-PRIMARY TEACHERS; REQUIREMENTS AND SUPPLIES

	Establishment Needed				Carry-over of Trained Lower Primary Tchrs.		Available After Providing Four Trained Tchrs. per Senior Primary Stream		Trained Teacher Gaps*		
	To Maintain 1961 Pupil to Trained Teacher Ratios of 65/1		To Realize Pupil to Trained Teacher Ratios of 50/1								
	At 1961 Attendance Rates A (1)[a]	Raising Female Attendance B (2)[b]	At 1961 Attendance Rates C (3)[c]	Raising Female Attendance D (4)	At 5% Wastage (5)	At 10% Wastage (6)	At 5% Wastage (7)[d]	At 10% Wastage (8)[e]	Est. A At 5% Wastage (9)[f]	Est. D At 5% Wastage (10)[g]	Est. D At 10% Wastage (11)[h]
1961	9,989	9,989	13,404	13,404	9,989	9,989	.....	.....	.....	3,415	3,415
1962	10,239	10,341	13,739	13,876	9,489	8,990	.....	.....	750	4,387	4,886
1963	10,495	10,757	14,082	14,434	9,015	8,091	.....	.....	1,480	5,419	6,343
1964	10,757	11,241	14,434	15,084	8,565	7,282	.....	.....	2,192	6,519	7,802
1965	11,026	11,853	14,795	15,905	8,137	6,654	1,184	58	1,705	6,584	9,193
1966	11,302	12,545	15,165	16,833	7,731	5,899	3,491	1,842	80	5,611	9,092
1967	11,585	13,323	15,544	17,876	7,345	5,309	5,829	3,534	(-1,589)	4,702	9,033
1968	11,875	13,893	15,933	18,642	6,978	4,778	8,246	5,194	(-3,349)	3,418	8,670
1969	12,172	14,485	16,331	19,434	6,629	4,300	10,176	6,277	(-4,633)	2,629	8,857
1970	12,476	15,096	16,739	20,254	6,298	3,870	11,906	7,097	(-5,728)	2,050	9,287

[a] Assumes 2.5 per cent annual increase in school age population.

[b] Assumes female lower primary attendance rates for the ten years successively of 48, 50, 53, 57, 63, 70, 78, 82, 86, and 90.

[c] 3,415 additional trained teachers would have been needed in 1961 to realize the 50/1 ratio.

[d] The negative entries in Table K-5, column 10.

[e] The negative entries in Table K-5, column 11.

[f] Column (1) minus the sum of columns (5) and (7).

[g] Column (4) minus the sum of columns (5) and (7).

[h] Column (4) minus the sum of columns (6) and (8).

*If from 1965 on, T3 outputs were limited to 2,500 a year (instead of as shown in Table K-5, column 6) and wastage were 5 per cent per annum, there would still be a shortage in 1967 of over a thousand to meet the requirements of Establishment A; even in 1970 numbers would still fall short for Establishment D (again at 5 per cent wastage) by over 5,000.

TABLE K-5

AFRICAN SENIOR PRIMARY TEACHERS; REQUIREMENTS AND SUPPLIES

	Senior Primary Streams#	Carry-over of Present Trained Teachers			Recommended Outputs				Senior Primary Streams with No Teacher Who Had Completed Form 4	Gap in Providing 4 Trained Techrs. per Senior Primary Stream	
		With Form 4 Completion	Others		With Form 4 Completion	T3	Cumulative Totals[d]				
			At 5% Wastage	At 10% Wastage			At 5% Wastage	At 10% Wastage		At 5% Wastage	At 10% Wastage
	(1)	(2)	(3)	(4)	(5)[a]	(6)[b]	(7)	(8)	(9)[e]	(10)[f]	(11)[g]
1961	1,450	600	3,920	3,920	.....[c]	.....[c]	......[c]	......[c]	850	1,280	1,280
1962	2,283	540	3,724	3,528	205	1,506	1,711	1,711	1,538	3,157	3,353
1963	2,513	480	3,538	3,175	444	1,341	3,411	3,325	1,394	2,623	3,072
1964	2,793	420	3,362	2,858	765	1,572	5,578	5,329	1,001	1,812	2,565
1965	2,973	360	3,194	2,572	700	3,522	9,522	9,018	609	(- 1,184)[h]	(- 58)[h]
1966	3,253	300	3,034	2,315	700	3,423	13,169	12,239	349	(- 3,491)	(-1,842)
1967	3,553	240	2,882	2,083	950	3,458	16,919	15,423	(- 111)[h]	(- 5,829)	(-3,534)
1968	3,740	180	2,738	1,875	1,100	3,119	20,288	18,099	(- 788)	(- 8,246)	(-5,194)
1969	3,980	120	2,602	1,687	1,200	2,900	23,374	20,390	(-1,471)	(-10,176)	(-6,277)
1970	4,220	60	2,472	1,518	1,500	2,549	26,254	22,399	(-2,404)	(-11,906)	(-7,097)

A "stream" for the Ministry was a set of "standards" (four for lower and four for old but three for new upper primary sector; various plans called for different combinations of teachers with varying training to staff a stream. It was a useful unit for calculation of projections of enrollments (or of costs).

[a] Direct entrants from Form 4 (Tb) and from Training Colleges (T2, Ta, and KT_1).

[b] Ministry plans.

[c] Included in columns for carry-overs.

[d] Cumulations of columns (5) plus (6).

[e] Column (1) minus the sum of column (2) and [column (5) cumulated at 5% wastage].

[f] Four times column (1) minus the sums of columns (2), (3), and (7).

[g] Four times column (1) minus the sum of columns (2), (4), and (8).

[h] Negative entires indicate availability to meet lower primary needs or to raise staffing position in in Intermediate teaching.

TABLE K-6

ENTRANTS TO PRIMARY AND SECONDARY TEACHER TRAINING; 1962-67

Entrants to Primary Teacher Training; Africans[#]

	From KAPE[a] T_3 (2 Years)	From Form 4[b]: Without Passes	From Form 4[b]: With School Certificate		Total
		T_2 (2 Years)	T_a (1 Year)	KT1 (2 Years)	
	(1)	(2)	(3)	(4)	(5)
1962	1,570	*	...	*	565
1963	3,520	200	200	200	600
1964	3,425	250	200	150	600
1965	3,460	300	200	150	650
1966	3,120	300	200	250	750
1967	2,900	200	200	300	700

Entrants to Training for Secondary Teaching[c]

	From Form 4 (to T_s): African	Asian	Total	From Form 6 (to T_s and T_1): African	Asian	Total
	(6)	(7)	(8)	(9)	(10)	(11)
1962	...	..	...	10	...	10
1963	60	30	90	20	...	20
1964	110	80	190	20	20	40
1965	170	90	260	40	20	60
1966	190	90	280	40	20	60
1967	210	90	300	60	40	100

[#] Asians are not included. Their primary establishment is about 1,300 and replaces itself at about 10 per cent annually.

*No data available to distinguish T_2 and KT1 entrants.

[a] People passing the Intermediate Leaving Examination (KPE).

[b] There is also recommended a grade T_b whose pedagogic training is obtained in Forms 1-4.

[c] T_s is a three-year post Form 4 or 1 year post Form 6 training program; T_1 is 2 years post Form 6.

TABLE K 7

REQUIREMENTS AND SUPPLIES OF TEACHERS TO STAFF SECONDARY SCHOOLS, TEACHER TRAINING COLLEGES, AND AS VISITING ADVISORY TEACHERS

	To Staff Secondary Forms 1-6[a]	To Staff Teacher Training[b]			Advisory Teachers[c]	Total
		T_3 Classes	T_2,T_a KTl	T_s,T_1		
	(1)	(2)	(3)	(4)	(5)	(6)
A. Requirements						
1962	1,409	174	84	3	92	1,762
1963	1,583	308	104	6	94	2,095
1964	1,808	417	93	17	98	2,433
1965	2,118	413	91	38	100	2,760
1966	2,709	395	101	50	101	3,356
1967	3,380	363	105	55	101	4,004

B. Supplies

	Carry-overs plus Graduate Replacements		European Carry-over	Local Outputs of T_1 and T_s, All Races[b]	Total Local Supply	Expatriates Needed (6) - (11)
	Asian	African				
	(7)	(8)	(9)	(10)	(11)	(12)
1962	775	170	105	20	1,070	692
1963	780	170	100	30	1,080	1,015
1964	780	170	95	50	1,095	1,338
1965	780	220	90	70	1,160	1,600
1966	780	240	85	210	1,315	2,181
1967	780	260	80	450	1,570	2,434

[a] All regular and scientific and technical secondary streams (including teachers of T_b trainees).

[b] See Table 6 for numbers of students entering such training.

[c] No special explanation needed at this date (1969).